sugboanon

Cebuano

Language Guide

April 2016
Cebuano 1.2
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Cebuano
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

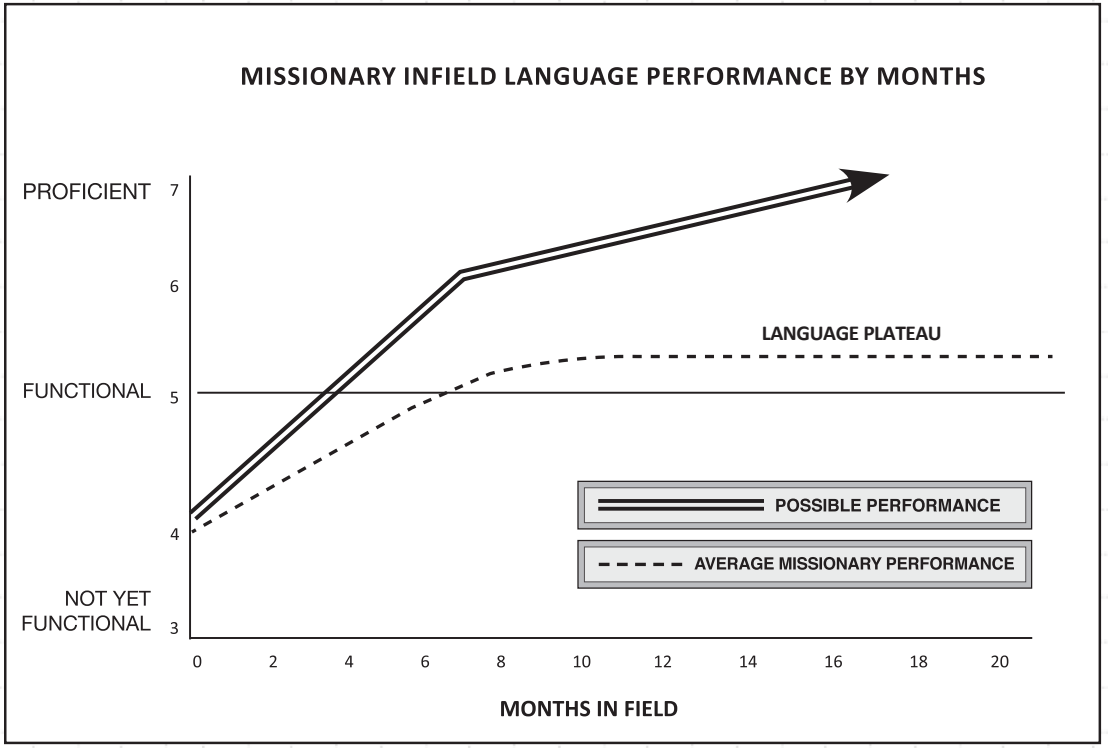
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



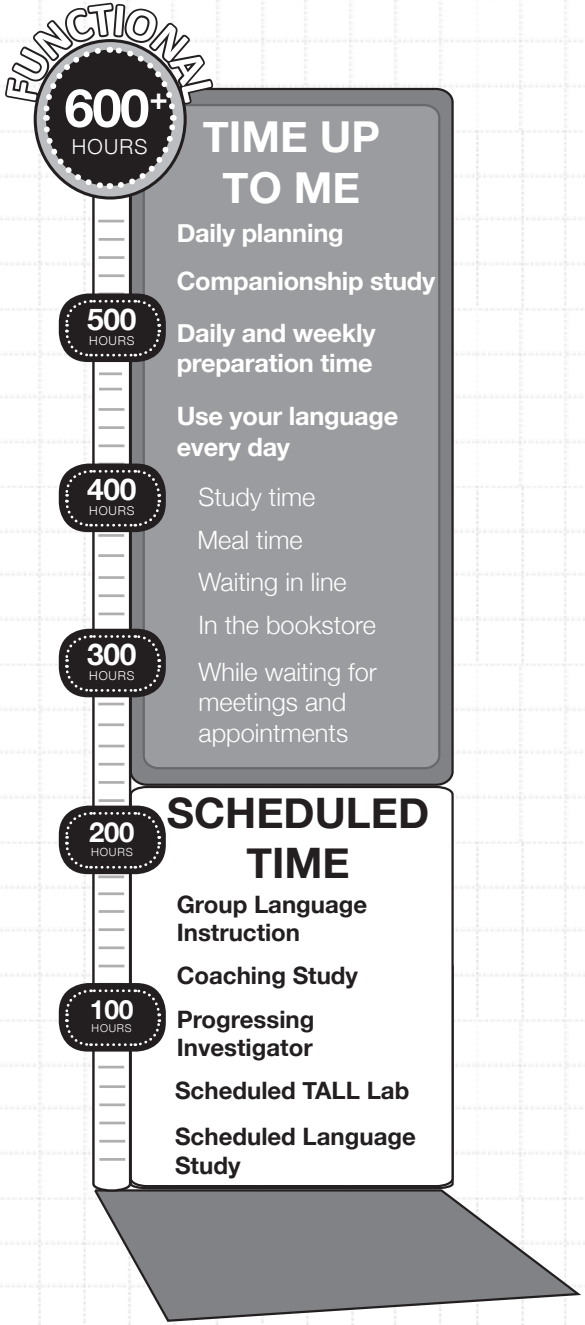
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

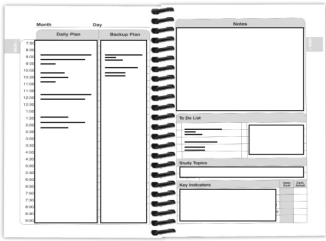
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [what]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

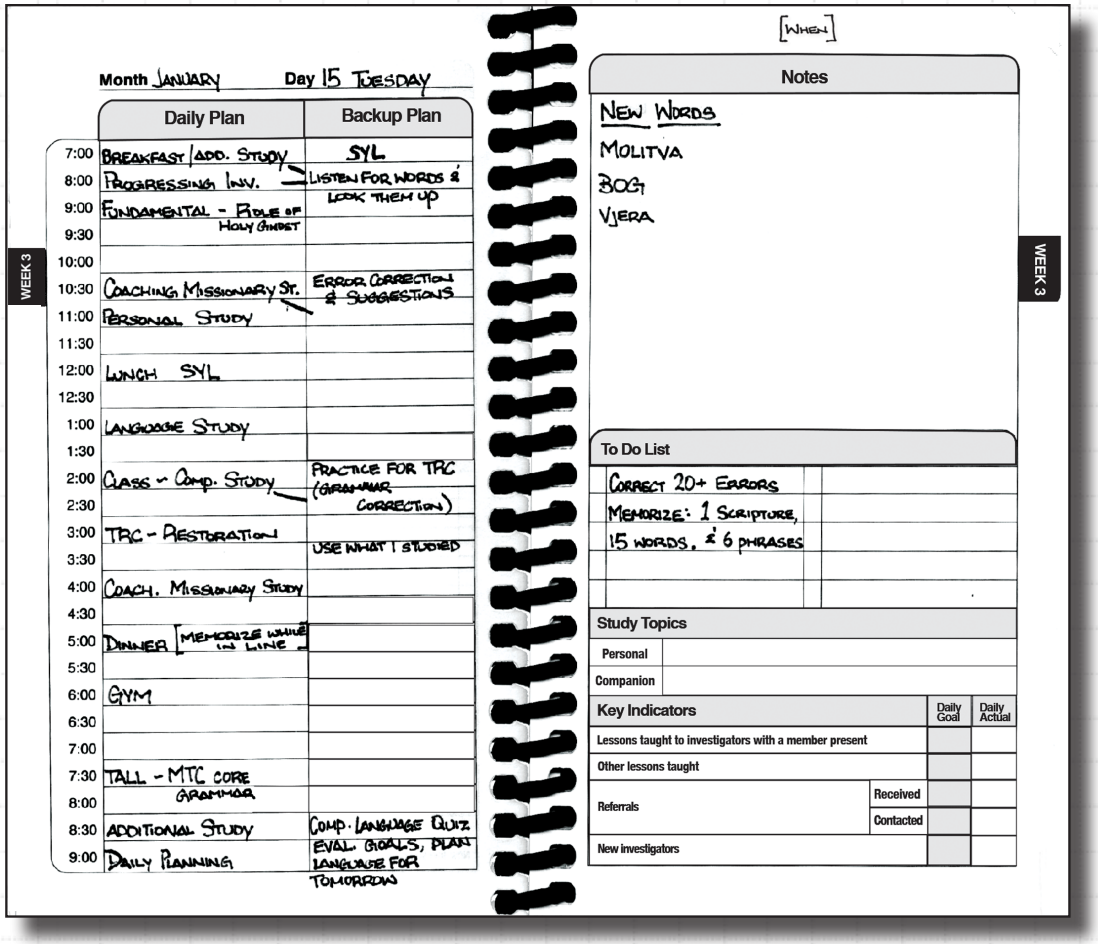
Study Plans: [how]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend, "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

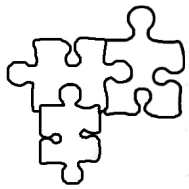
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

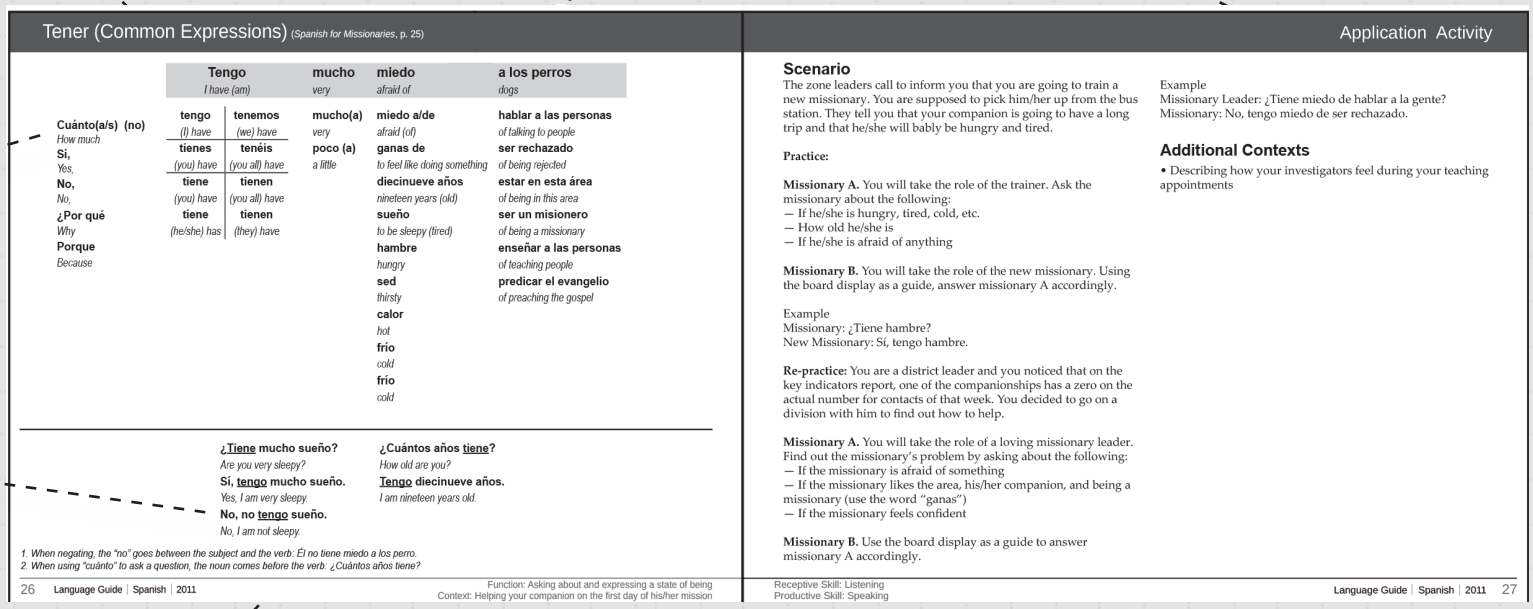
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) (*Spanish for Missionaries*, p. 25)

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
tienes *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
tiene *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
tiene *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
			hambre *hungry*	**enseñar a las personas** *of teaching people*
			sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

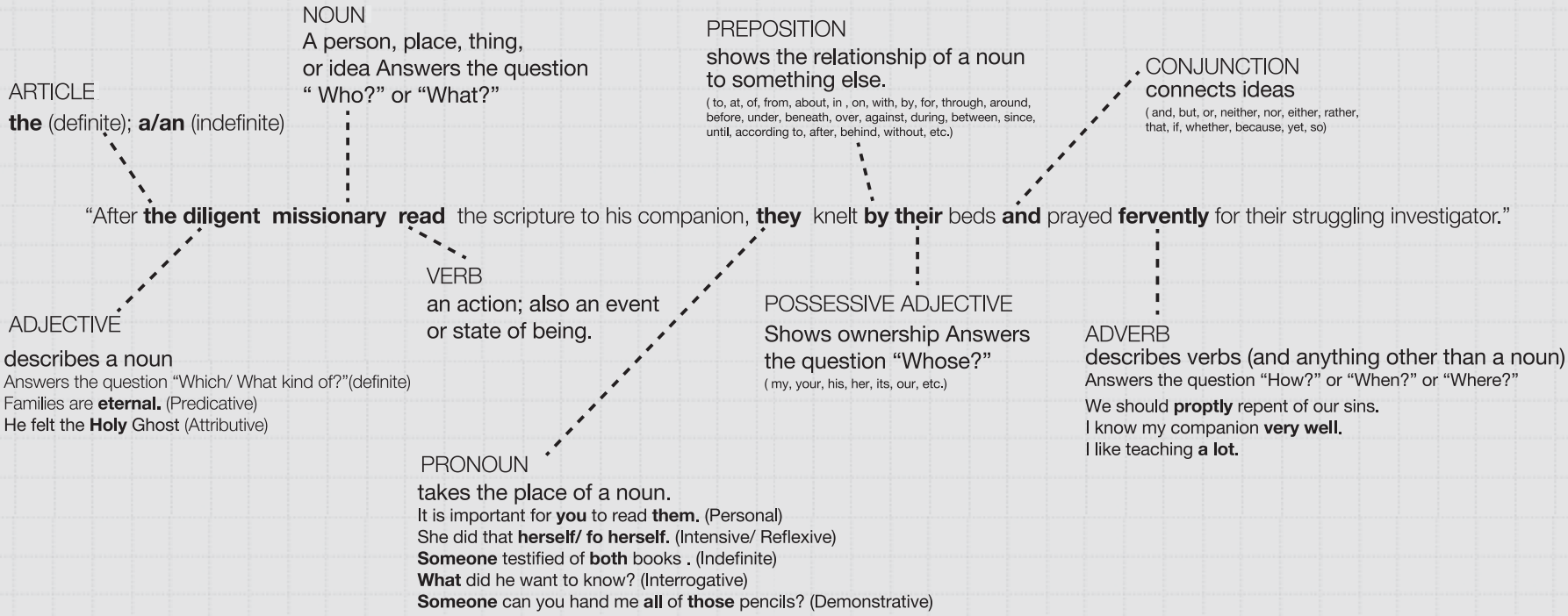
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.



INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Language Preparation: 30 minutes

Nouns	
ngalan	*name*
buntag	*morning*
hapon	*afternoon*
gabii	*night/evening*
pamilya	*family*
asawa	*wife*
bana	*husband*
misyonaryo	*missionary*
kauban	*companion*
igsoon	*sibling*
idad	*age*
tuig	*year*
hilig	*hobby*
pangutana	*question*

Numbers	
usa	*one*
duha	*two*
tulo	*three*
upat	*four*
lima	*five*
unom	*six*
pito	*seven*
walo	*eight*
siyam	*nine*
napulo	*ten*

Adjectives	
Maayo	*good*
ok lang	*just fine*
mao ra gihapon	*same as usual*

Questions	
Kumusta	*how is/are*
Asa	*where*
Unsa	*what*
Kanus-a	*when*
Pila	*how many*

Verbs	
amping	*take care*
trabaho	*work*
eskwela	*go to school*
misyon	*serve a mission*
ganahan	*like (pseudo verb)*

ANG (Focus) Pronouns

ako I / me	kita / kami we / us
ikaw (ka) you (singular)	kamo you (plural)
siya he / she / him / her / it	sila they / them

SA (Non-Focus)Pronouns

nako I / me / my	nato / namo we / us / our
nimo you / your	ninyo you / your (plural)
niya he / she / him / her /his / her / it / its	nila they / them / their

Review:

- Get to know everyone in your district, and then practice introducing your companion to another person.
-Practice getting to know your investigator at the door, trying to build a relationship of trust.
-Write down more sentences that you want to use to get to know someone, then find out how to incorporate them each day.

Optional Review:

-Expand your vocabulary of words you can use during introductions and practice using them daily.
-Review page *105-106* of the appendix in this book to better grasp the concepts and then incorporate them in your introductions.

Note: The Philippines has two ways to describe "we", inclusive, and exclusive. If you are including the person you are talking to, use kita, nato and later sa ato (we inclusive). If you do not want to include the person you are talking to use kami, namo and sa amo (we exclusive). Example, while talking to an investigator you might say "Missionaries kami" in order to exclude the investigator; "children of God kita" to include the investigator.

-When used alone in passing, "kumusta" carries the same meaning as "hey" or "hi" and does not require any response other than another "kumusta" or "kumusta man" for "hey too."

Interrogative (w/ noun)	Emphatic	Focus
Kumusta *How is/are*	**man** *Emphatic*	**ka?** *you*
Taga a sa *From-where*		**kamo?** *you (plural)*
Kinsa *Who*		**siya?** *he/she/it*
Pila ka buok *How many*		**kita?** *us (inclusive)*

Where (w/ verb)	Actor	Verb
Asa *Where*	**ka** *you* **kamo** *you (plural)*	**magmisyon** *will serve a mission* **nagtrabaho** *worked* **nageskwela** *go to school (past)*

Why (w/ verb)	Verb	Actor
Ngano-man *Why*	**magmisyon** *will serve a mission*	**ka** *you* **kamo** *you (plural)*

Taga _____ ako.
I am from _____.

Verb	Actor	Object/Recipient	Recipient/Location
Magmisyon *Will serve a mission*	**ko** *I* **kami** *we (excl.)*	**sa pagserbisyo** *to serve* **sa pagtabang** *to help*	**sa Diyos** *God* **sa akong isikatawo** *my fellowman* **sa Tacloban** *in Tacloban*

What	Noun	Possessive
Unsa'y *What (hanging 'y)*	**ngalan** *name* **mga hilig** *hobbie(s)* **ginabuhat** *doing*	**nimo** *your* **ninyo** *your (plural)*

Oo,
Yes
Wala,
No

Existential	?	Possessor	Object
Naa *Exist/Have*	**ba** *?*	**ka'y** *you*	**pamilya?** *family*
Wala *No Exist/Have*		**ko'y** *I*	**asawa?** *wife* **bana?** *husband* **igsoon?** *sibling*

Comment	Emphatic	Focus	
Maayo *Our (Excl.)*	**gyud** *really*	**ako** *I*	**kami** *we(excl.)*
(Mga) Misyonaryo *Missionary (-ies)*	**man** *(emphasis)*	**siya** *he/she/it*	**sila** *they*
Kini *This*	**diay** *actually*	**si** *(name)*	

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Language Preparation: 30 minutes

Nouns	
Karon	*now/today*
Ugma	*tomorrow*
Sunod	*next*
Ebanghelyo	*Gospel*
Relasyon	*relationship*
Bata	*child (general)*
Anak	*child (by birth)*
Propeta	*prophet*
Panalangin	*blessing*
Relihiyon	*religion*
Importansya	*importance*
Buot ipasabut	*meaning*
Pagtuo	*belief*
Pagpahiuli	*Restoration*
Biblia	*Bible*

Verbs	
Magtudlo	*will teach*
Magistoria	*will converse/discuss*
Gipadala	*sent*
Kaila	*know (person)*
Gihatag	*gave*
Gugma	*love*

Key Words	
Ngano-man	*why*
Pa-unsa	*how*
Pasensya	*sorry*
Salamat	*thank you*
Wala'y problema	*no problem*

Preposition	
kabahin	*about*

Key phrases to memorize:

Kinsa ang Diyos para sa imo?
Who is God to you?

Kinsa si Jesukristo para sa imo?
Who is Jesus Christ to you?

Ngano-man importante ang relihiyon sa imo?
Why is religion important to you?

Note: For differences between kita and kami see page ___.

Review:

-Pray at least 2 times daily in your mission language.
-Prepare to teach an investigator about the importance of your message by using the vocabulary you have learned.
-Write down more sentences that you want to use, then find out how to incorporate them in a simple overview to your investigator.

Optional Review:

-Review Page 102 and 105 in the appendix of this book.
-Expand your vocabulary of words you can use to give a simple overview and practice giving simple overviews to those in your district.

Optional Study:

-Study "How to Begin Teaching" on page 176 of Preach My Gospel.

Task: Give a Simple Overview

Interrogative	Comment	Marker	Noun	Recipient
Unsa'y *What ('y marker)*	**importansya** *importance* **buot ipasabut** *meaning* **pagtuo nimo** *your belief*	**sa** *(NF specific)* **kabahin sa** *about*	**relihiyon** *religion* **Diyos** *God* **kasulatan** *scriptures*	**sa imo** *to you*

Verb	?	Actor	Marker	Noun
Nagtuo *Believe*	**ba** *?*	**ka** *you*	**sa** *(NF specific)*	**Diyos** *God* **Biblia** *Bible*
			kang *(NF rec. name)*	**Jesukristo** *Jesus Christ*

Object Focus Verb	Marker	Object	Marker	Actor	Receiver
Gihatag *Gave/gives* **Gipadala** *Sent/sends*	**ang** *focus*	**ebanghelyo** *gospel* **(mga) propeta** *prophet(s)*	**sa** *(NF specific)*	**Diyos** *God*	**sa ato** *to us (incl.)* **sa imo** *to you* **sa kalibutan** *the earth* **dinhi** *here*
	si *person*	**Jesukristo** *Jesus Christ*			
		kita *us*			

Verb/Comment	Actor	Marker	Noun
Gihigugma *loves* **(Mga) Anak** *child(ren)*	**ka** *you* **kita** *all of us*	**sa** *(NF specific)*	**Diyos** *God*
Nailhan *Know (a person)*	**ko** *I*	**ni** *person*	**Jesukristo** *Jesus Christ*

Adverb	Verb	Actor	Preposition	Marker	Prepositional Phrase
Karon *Right now* **Ugma** *Tomorrow* **Sa sunod** *Next time*	**magtudlo** *will teach* **magistoriya** *will discuss*	**kami** *we* **kita** *we*	**kabahin** *about*	**sa** *(NF specific)*	**pagpahiuli sa ebanghelyo ni Jesukristo** *restoration of the Gospel of Jesus Christ* **atong pakigrelasyon uban sa Diyos** *our relationship with God*
				ni *(NF name)*	**Jesukristo** *Jesus Christ* **Joseph Smith** *Joseph Smith*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.
Language Preparation: 30 minutes

Nouns	
Amahan	*Father*
langit	*Heaven*
Pag-ula	*Atonement*
Espiritu Santo	*Holy Ghost*
pagtudlo	*teaching*
hugot nga pagtuo	*faith*
gasa	*gift*
katuyoan	*purpose*
nakaton-an	*learning*
pagtuon	*study*
kamatuoran	*truth*
Basahon ni Mormon	*Book of Mormon*
ebanghelyo	*Gospel*
Basahon ni Mormon	*Book of Mormon*

Verbs	
sa pagpasalamat	*to be grateful*
panalangin	*bless*
giya	*guide*
tabang	*help*
hatag	*give*
sa pag-uswag	*to progress*
sa pagpokus	*to focus*
sa pagkat-on	*to learn*

Adverbs	
Palihog	*please*

Review:
-Pray at least 2 times daily in your mission language.
-Prepare to teach an investigator how to pray using the steps you have learned.
-Write down more sentences that you want to use during personal and companionship prayer, then find out how to incorporate them each day.

Optional Review:
-Review Page 108-109 and 121-123 in the VP book and TALL software.
-Expand your vocabulary of words you can use during prayer and practice using them in your daily prayers.

Optional Study:

-Read "Pray To Know The Truth Through the Holy Ghost" and the Prayer Box on page 39 of Preach My Gospel.
-Read “Pray with Faith” on pages 93-95 of Preach My Gospel
- Aditional Scriptures
    - John 15:16
    - 1 Nephi 18:3
    - Alma 37:36-37
    -Alma 31: 26-35
    -Alma 34:17-27

Possessive	Title	Location
Among / Akong *Our (Excl.) / My*	**Amahan** *Father*	**sa langit** *in heaven*

Palihog,
Please

Verb	Actor	Recipient	Preposition	Noun		
Nagapasalamat *Thank*	**kami** *we* **ako** *I*	**kanimo** *to you*	**para sa** *for (non-names)*	**ebanghelyo** *gospel* **Pag-ula ni Jesukristo** *Atonement of Jesus Christ*	**among katuyoan** *our purpose* **Basahon ni Mormon** *Book of Mormon*	**(mga) propeta** *prophet(s)* **akong kauban** *my companion*
			Preposition	**Names of People**		
			para ni *for (NF name)*	**Elder/Sister/Brother _____** **Jesukristo** *Jesus Christ*		

Verb	Direct Object	Linker	Verb	Actor
Panalanginan *Bless* **Tabangan** *Help*	**kami** *us* **ako** *I/me* **ang akong kauban** *my companion*	**nga**	**makakat-on** *can learn* **makapokus** *can focus* **makauswag** *can progress*	**kami** *us* **ako** *I/me* **siya** *he/she/it*

ug
and

Verb	Actor	Focus Object	Marker	Possessive	Object
Giyahan *guide (Fut.)*	**nimo** *you (NF)*	**kami** *us* **ako** *I/me* **si Eduardo** *Eduardo*	**sa** *NF Spec.*	**among** *our* **akong** *my* **iyang** *his/her*	**pagtudlo** *teaching* **pagtuon** *study* **pagpangita** *search*

Verb	Actor	Recipient	Infinitive	Marker	Noun	
Mangayo *Ask*	**kami** *we* **ako** *I*	**sa imo** *to you*	**sa pagpanalangin** *to bless* **sa pagtabang** *to help*	**sa** *(NF specific)*	**among imbestigator** *our investigator* **amoha** *us (exclusive)*	**mga pamilya namo** *our families* **mga miyembro** *the members*
				Marker	**Names of People**	**distrikt namo** *our district*
				kang *(NF Rec. Name)*	**Eduardo** **Elder/Sister/Brother _____**	

Close
Sa ngalan ni Jesukristo, amen. *In the name of Jesus Christ, amen.*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.
Language Preparation: 30 minutes

Verbs	
pasaylo	*will be forgiven*
giya	*will be guided*
palig-on	*will be strengthened*
pagtuo	*belive*
limpyo	*clean*
mabanhaw	*will be resurrected*
balik	*return*

Nouns	
Manluluwas	*Savior*
Amahan sa Langit	*Father in Heaven*
gugma	*love*
kamatuoran	*truth*
pulong	*word*

Adjectives	
buhi	*living/alive*
tinuod	*true*
hingpit	*perfect*
importante	*important*
mahigugmaon	*loving*

Conjunctions	
nga	*that*
tungod (kay)	*because*
pinaagi	*through*

Important phrases to memorize:

Nasayud ko nga . . .(Know I that...)

Nagtuo ko nga . . .(Believe I that . . .)

Nagtuo ba ka nga . . . ?(Believe you that . . . ?)

Spaced Review:

-Testify to at least 3 different missionaries daily, and practice using new vocabulary that you learn each day, have your companion translate what you are bearing testimony of.

Additional Study Activity:

-Write down your testimony in your native language and look for the vocabulary you need to say it in your dictionary in Cebuano. Translate using the grammar structures you have learned thus far and practice your testimony daily with your progeressing investigator and in class.

Optional Study:

- Study pages 198-199 in Preach My Gospel
- Complete the Personal Study Activity Box on page 199
-Alma 5:43-48

Task: Testify

Verb	Actor	Linker	Comment	Focus Marker	Focus
Nasayud	**ako (ko)**	**nga**	**tinuod**	**kining**	**simbahan**
Know (in heart)	*I (Focus)*	*that (conj.)*	*true*	*this (Focus+ng Linker)*	*church*
			importante		**ebanghelyo**
	kami (mi)		*important*		*Gospel*
Nagtuo	*us/we (Excl. Focus)*		**sagrado**	**ang**	**pag-ampo**
Believe			*sacred*	*Focus Noun Marker*	*prayer*
	kita (ta)		**buhi**		**Basahon ni Mormon**
	us/we (Incl. Focus)		*living*		*Book of Mormon*
			propeta	**si**	**Thomas S. Monson**
			prophet	*Focus Name Marker*	*Thomas S. Monson*
			Manluluwas nato		**Jesukristo**
			Our Savior		*Jesus Christ*

Question	Marker	Actor	Verb	Rec. Pronoun
Pa-unsa	**ang**	**Diyos**	**nakagiya**	**sa imo?**
How	*Focus Noun*	*God*	*has guided*	*you (singular)*
		ebanghelyo	**nakatabang**	**sa inyo?**
		gospel	*helped*	*you (plural)*
	si	**Jesukristo**	**nagpanalangin**	**sa ato?**
	Focus Name	*Jesus Christ*	*blessed*	*us*

Additional Phrases
Gihigugma ta sa Diyos.
God loves us.
Tinuod ang gi-ingon sa akong kauban.
What my companion said is true.
Nag-antus si Jesukristo para sa atong tanan.
Jesus Christ suffered for all of us.
Naka-ila ang Diyos kanato.
God knows us.

Question
Nagtuo ba ka nga…(?)
Do you believe that...?
Ngano-man nagtuo ka nga...(?)
Why do you believe that...?

Preposition	Noun	Important Phrases
Pinaagi sa	**Pag-ula**	**makabalik kita sa Diyos**
Through the	*Atonement*	*we can return to God*
		malimpyohan kita sa atong mga sala
		we will be cleansed from our sin
		mabanhaw kita
		we will be resurrected

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.
Language Preparation: 30 minutes

Verbs	
buhat	*do*
basa	*read*
ampo	*pray*
simba	*attend church*
sunod	*follow*
dawat	*receive*
bati	*feel/feeling*
pabunyag	*be baptized*
limpyo	*clean*
hinumdum	*remember*
kat-on	*learn*

Time	
adlaw-adlaw	*daily*
gahapon	*yesterday*
kada gabii	*every night*

Nouns	
pangutana	*question*
Dominggo	*Sunday*
sala	*sin*
kalinaw	*peace*
tubag	*answer*
simbahan	*church*
Espiritu Santo	*Holy Ghost*
simbahan	*church*

Review:

- Identify each of the invitations you will be extending to your progressing investigator over the next 3 days. Write an invitation sentence with a promised blessing for each invitation you plan on extending.

Optional Review:

- Use the TALL Software to study the "Extend Commitments" section.
-Identify commitments from lessons 4 and 5 in Preach My Gospel and learn the necessary vocabulary to extend specific commitments and invitations from those lessons.

Note: The verb "do," or "buhat," is not used in the same way that English speakers use it. For example, if you were to ask the question, "Did you teach?" we would not use the verb "buhat," because the true verb is "teach." The "did" in the question is only an indicator of tense, or when the action may or may not have taken place.

Optional Study:

-Study "Extend Commitment Invitations" of Preach My Gospel pages 195-196
-Study "Ask Direct Questions" of Preach My Gospel page 197
-Study "Promise People Blessings" of Preach My Gospel pages 197-198
- Aditional Scriptures
    - John 7:17
    - Alma 32:27
    -Mosiah 18:10

Task: Extending Invitations

Direct Question	?	Actor	Conj.	Invitation	When
Buhat-on *Will do*	**ba** *?*	**nimo** *you (sing.)* **ninyo** *you (pl.)*	**nga** *(linker)*	**magbasa sa Basahon ni Mormon** *read the Book of Mormon* **mag-ampo** *pray* **magsimba** *go to church* **mangutana sa Diyos kon tinuod ang Basahon ni Mormon** *ask God if the Book of Mormon is true*	**adlaw-adlaw** *every day* **kada gabii** *every night* **sa Dominggo** *on Sunday*

Baptismal Commitment

Buhat-on ba nimo magsunod sa ehemplo ni Jesukristo pinaagi sa pagpabunyag sa usa ka tawo nga naghupot sa priesthood awtoridad sa Diyos?

Will you follow the example of Jesus Christ and be baptized by someone who holds the authority of God?

	Future Verb Phrase	Verb	Actor	Object
Kon *If*	**basahon nimo ang Basahon ni Mormon** *you read the Book of Mormon* **mag-ampo ka** *you pray* **magsimba ka sa Dominggo** *you attend church on Sunday*	**makabati** *can feel* **makadawat** *can receive*	**ka** *you*	**sa Espiritu Santo** *Holy Ghost* **og mga tubag** *answers* **og kalinaw** *peace*
	mabunyagan ka *you are baptized*	**malimpyohan** *will be cleaned*		**sa imong mga sala** *of your sins*

Past Verb	?	Actor	Direct Object/Adverb
Nakabasa *Able to read* **Naka-ampo** *Able to pray* **Nakasimba** *Able to attend church*	**ba** *?*	**ka** *you* **kamo** *you (pl.)*	**sa Basahon ni Mormon?** *the Book of Mormon?* **kabahin sa Basahon ni Mormon?** *about the Book of Mormon?* **adlaw-adlaw?** *daily?* **gahapon?** *yesterday?*

Interrogative	Marker	Verb /Noun	Actor
Unsa *What*	**ang** *focus*	**nakaton-an** *learn/learned* **gibati** *feel/felt* **gibasa** *read* **nahinumdum-an** *remember*	**nimo?** *you/your?*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.
Language Preparation: 30 minutes

Nouns/Pronouns	
bersikulo	*verse*
kapitulo	*chapter*
kasulatan	*scripture*
hunahuna	*thought*
nimo	*you (NF)*
nato	*us (NF)*

Verbs	
basa	*read*
sulti	*speak/say*
kinahanglan	*need (pseudo verb)*
sunod	*follow*
dawat	*receive*
pwede	*can (pseudo verb)*
gusto	*want (pseudo verb)*

Other	
samtang	*while*
unsa-on	*how (future)*
parehas	*same*

Numbers	
uno	*one*
dos	*two*
tres	*three*
kwatro	*four*
singko	*five*
sais	*six*
siyete	*seven*
otso	*eight*
nuwebe	*nine*
diyez	*ten*
onse	*eleven*
dose	*twelve*
trese	*thirteen*
katorse	*fourteen*
kinse	*fifteen*
baynte	*twenty*
traynta	*thirty*
kwarenta	*fourty*
singkwenta	*fifty*
saysenta	*sixty*
saytenta	*seventy*

Review:
Practice using the Cebuano you have learned by sharing one of your favorite scriptures with your companion. Ask questions to check for understanding and to apply the scripture.

Suggested Study:
-"Use the Scriptures" (Preach My Gospel, p. 180-182).

Note: "Kon" is used as a question neutralizer. When "kon" is added before a word that would normally begin a question such as: why, who, what, the word loses its question power and results in the non-question form of the word.

"Kon" along with all other conjunctions (and, but, or) reset a sentence between two verbs and the VAOL which you will short pattern starts over again.

Existential	Possessor	Noun	Preposition	Object
Naa *Have*	**mi** *we (excl.)* **ko'y** *I ('y)* **ka'y** *you('y)*	**bersikulo** *verse* **kasulatan** *scripture* **pangutana** *question*	**kabahin** *about*	**sa pagpabunyag** *baptism* **og hugot nga pagtuo** *faith* **sa among gisulti** *our saying*

Pseudo Verb	Actor	Verb		Number		Number
Pwede *Can* **Gusto** *Want*	**kita** *we (incl.)* **ka** *you*	**magbasa** *we*	**sa kapitulo** *in chapter*	**tres** *three* **baynte-sais** *twenty-six*	**ug bersikulo** *and verse*	**siyete** *seven* **dose** *twelve*

Adverb	Verb	Direct Actor	Obj. Focus Verb	Non-Focus Actor
Samtang *While*	**magbasa** *read*	**ka** *you* **kita** *you*	**hunahunaon** *will think* **pangitaon** *will search*	**nimo** *you* **nato** *we*

Conj.
kon *if*

How	Actor	Important Phrase
unsa-on *how*	**nato** *we* **nimo** *you*	**pagsunod ni Jesukristo** *follow Jesus Christ* **pagdawat og mga pagtubag** *receive answers*

Adjective	Marker	Pronoun	Verb	Actor	Verb
Parehas *Like*	**ni** *to*	**Nefi** *Nephi*	**kinahanglan** *need*	**kita** *we*	**magampo** *to pray*
	sa *to*	**ila** *them* **iya** *him/her*	**pwede** *can*		**magpabunyag** *be baptized* **maghinulsol** *to repent*

Relative Phrase	Adverb	Describer	Marker	Subject
Para sa imo *To you* **Sa hunahuna nimo** *In your thoughts*	**ngano-man** *why*	**importante** *important*	**ang** *Focus*	**pagpabunyag?** *being baptized?* **hugot nga pagtuo?** *faith?* **paghinulsol** *repentance*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
pangita	*search*
pakita	*show/appear*
gusto	*want (pseudo verb)*
hunahuna	*think*
hibalo	*know (in head)*
kita	*see/find*
buhat	*do*
adto	*go*

Conjunctions	
dayon	*so/then*
kon	*when/if*
nga	*that/which*

Adverbs	
pinaagi	*through*
tungod	*because*
pagka-	*at the time of*

Comments	
walay	*none*
bata	*young*
gamay	*small*
miyaging	*past/last*
tuig	*year*
sakto	*right/correct*

Review:

-Practice sharing the Joseph Smith Story to your investigator. Share with your investigator how this experience has blessed your life and how it can help them come closer to Jesus Christ.

Optional Review:

-Memorize James 1:5 in the mission language
-Memorize the First Vision in the mission language
-Be ready to describe the First Vision using your own words. Do not rush through it. Bear sincere testimony that you know it is true. Do not hesitate to explaine how you came to know of its truth.
-Use TALL Software and VP book to add vocabulary so that you can describe the First Vision more powerfully.

Optional Study:

-Read Joseph Smith-History 1:1-20
-Read "The Restoration of the Gospel of Jesus Christ through Joseph Smith" in Preach My Gospel pages 36-38
-Read "The Message of the Restoration: The Foundation of Faith" of Preach My Gospel pages 6-8

- Aditional Scriptures
  - James 1:5 -Ephesians 4:5 -Ephesians 1:10

Note: "Dili" is the present & future form of "no", and is also used when saying you do not know how to do something or do not know someone. "Wala" is the past tense of "no" and also to indicate an absence of something or "none".

"Nga" can link describers to subjects like "black NGA cat" which means "black cat". It can also mean "that" when used in the context similar to "Nasayud ko NGA..." Finally, it also is put before a second verb in a sentence if there is no conjunction. For example: "Nagtubag siya nga nagsulti..." - "He answered saying..."

Task: Share an Experience

Verbal/Conj.	Time	Actor
Pagka-	**1820**	**si Joseph Smith**
At the time of-	*1820*	*NF specific*
Kon	**bata pa**	**ako**
When	*young still*	*I/me*
	miyaging tuig	
	last year	

Verb	Actor	Recipient
Nagbasa	**siya**	**sa Bibliya**
Read	*he*	*NF Specific*
Naghunahuna	**si Joseph Smith**	**kabahin sa Diyos**
Think	*Joseph Smith*	*about God*
	ako	**kabahin sa relihiyon**
	I/me	*about religion*

Adverb	Verb	Marker
Pinaagi niini	**nahibaloan**	**niya**
Through this	*came to know*	*he/she/it (NF)*
Tungod niini		**nako**
Because of this		*I (NF)*

Conj.
nga
that

Verb	Focus	
gihigugma	**kita**	**sa Diyos**
loves	*us*	*God*
wala	**ang tinuod nga simbahan**	**sa kalibutan**
no	*the true church*	*in the world*

Pseudo Verb	Actor	Verb	Object
Gusto	**siya**	**makahibalo**	**sa kamatuoran**
Want	*he*	*know*	*the truth*
	si Joseph Smith	**magkita**	**sa tinuod nga simbahan**
	Joseph Smith	*see/find*	*church of Jesus Christ*
	ko	**magbuhat**	**sa kabubut-on sa Diyos**
	I	*do*	*the will of God*
			sa sakto
			the right/correct

Conj.
dayon
so
ug
and

Verb	Actor	Recipient
nagampo	**siya**	**sa kakahoyan**
prayed	*he*	*in the forest*
nangita	**si Joseph Smith**	**para sa iya**
searched	*Joseph Smith*	*for it*
nagadto	**ako**	**sa simbahan**
went	*I*	*to the church*
nangutana		**sa Diyos**
asked		*to God*

Interrogative	Marker	Actor	Verb	Object	Marker	Possessive	Recipient
Unsa-on	**nato**	**pagdawat**	**og**	**tubag**	**sa**	**atong**	**(mga) pagampo?**
How (Future)	*we*	*receive*	*able*	*answer*	*NF Specific*	*our (incl.)*	*prayer(s)*
		pagbuhat	**sa**	**sakto**			
		do	*NF Specific*	*right*			
		pagpangita		**kamatuoran**			
		search		*truth*			

Conceptual Practice: Comment + Focus

Cebuano does not have the verb “to be” (is, am, are, was, were, has been, etc.). Instead, every simple sentence that would use “to be” in English follows the *Comment + Focus* pattern in Cebuano. The comment goes first followed by “ang” which marks the subject. In English, any word/phrase before “to be” is the focus. Any word/phrase after “to be” is the comment. A comment is something that describes the focus of a sentence. It can be a noun or an adjective.

Practice identifying the *Comment word/phrase* and the *Focus word/phrase* and then putting the English words into Cebuano order.

The Church is true.
Joseph Smith is a prophet.
We are missionaries.
Jesus Christ is the savior.
We are God’s children.
Salvation is through the atonement.
God is loving.
The gospel is true.
The Book of Mormon is the keystone of our religion.
Thomas S. Monson is a prophet.

Faith is important.
Church is fun.
The Book of Mormon is new.
The missionaries are hardworking.
They were interested.
The street is noisy.
The Spirit was strong.
Families are important.
I am happy.
The temple is beautiful.

Comment + Focus

Oo
yes
Dili
no/not

Ako (ko) *I*	**Kita/Kami (ta/mi)** *We/Us(Incl./Excl.)*
Ikaw (ka) *You*	**Kamo (mo)** *You (plural)*
Siya (s'ya) *He/She/It*	**Sila** *They*

Adjective		Focus
Misyonaryo	**(ba)**	**ka.**
Missionary	*?*	*am I.*
Manluluwas	**ba**	**si Jesukristo**
Savior	*(?)*	*(is) Jesus Christ*
Manunubos		**si Joseph Smith**
Redeemer		*(is) Joseph Smith*
Propeta		**si Elder/Sister/Brother _____**
Prophet		*(is) Thomas S. Monson*
Tinuod		**ang Basahon Ni Mormon**
True		*(is) the Book of Mormon*
Ok lang		**ang simbahan**
Just fine/okay		*(is) the church*
Dili maayo		**ang ebanghelyo**
Bad (Not good)		*(is) the gospel*
Buotan		**ang Dios**
Kind		*(is) God*
		ang Ginoo
		(is) the Lord

Misyonaryo ba ka?
Are you a missionary?
Oo, misyonaryo ko.
Yes, I am a missionary.
Dili. Dili ko misyonaryo.
No. I am not a missionary.

Function: Asking about and expressing a state of being
Context: Answering simple queries

Scenario

The Pacursa family has been learning the restored gospel for several weeks. During your weekly planning session, you and your companion prayed and felt that the Pacursa family had not yet received a spiritual witness about Joseph Smith and the Book of Mormon. You decide to prepare a tailored lesson to meet their needs. You have just sat down with the Jaranilla family and are ready to begin teaching.

1. Practice: Teach your tailored lesson to the Pacursa family. Remember that they have already heard the first lesson. Your current lesson should focus on answering any questions they might have about the doctrine you have already taught. Find out what their questions are and teach to meet their needs. Emphasize testimony and the Book of Mormon as you teach. One companionship should teach and the other companionships in the district should take on the role of the Pacursa family. Your teacher will adapt this context according to the size of your district. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles, having a different companionship teach, and re-practice this activity.

Additional Scenario(s)

The Pacursa family was recently baptized. You and your companion are planning to bring several copies of the Book of Mormon with you to one of their new member lessons. After a lesson about missionary work, you are planning to invite the Jaranilla family to record their testimonies in the books and to place several copies of the Book of Mormon in their neighborhood. On a piece of paper, write out a testimony that could be included in a copy of the Book of Mormon. You are planning to show your written testimonies to the Jaranilla family in order to help them better understand what a testimony is and how to share it with others.

Focus + Mao + Focus

Oo
yes
Dili
no/not

Focus	Mao	Marker	Focus
Kini	**mao**	**ang**	**tinuod nga ebanghelyo.**
This		*is*	*the true gospel.*
Siya	**mao**	**ang**	**atong Manluluwas**
He		*is*	*our Savior.*
Si Jesukristo	**(ba)**		**imong Manunubos**
Jesus Christ	*(?)*		*your Redeemer*
Si Thomas S. Monson			**buhing propeta**
Thomas S. Monson			*the living prophet*
Kana			**ebanghelyo ni JesuKristo**
That			*gospel of Jesus Christ*
			tinuod nga simbahan
			the true church
			iyang ebanghelyo
			His gospel

Si Joseph Smith ba ang buhing propeta?
Is Joseph Smith the living prophet.?
Oo, Si Joseph Smith mao ang buhing propeta.
Yes, Joseph Smith is the living prophet.
Dili. Si Thomas S. Monson mao ang buhing propeta.
No. Thomas S. Monson is the living prophet.

Function: Asking about and expressing a state of being
Context: Testifying

Scenario

You are teaching the message of the restoration to the Hechanova family. The Hechanova family is Catholic, and although they are receptive to the message, they also seem to have concerns about Joseph Smith and the Book of Mormon. You have been using the first lesson pamphlet during your lesson and decide to continue to use the pictures and a few key scriptures to help the Hechanova family better understand the need for a restoration through a modern-day prophet and modern-day revelation.

1. Practice: Discuss the message of the restoration with the Hechanova family. Be sure to ask them questions to make sure you understand their concerns. Once you are sure you understand their concerns, and once they feel they have been heard and understood, teach according to the needs and interests of the Alimurong family. Use the scriptures and testify of the truthfulness of your message. One companionship should practice teaching, and the other companionships should choose a concern and take on the roles of the Alimurong family. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

Today is your preparation day and you have just received a letter from your non-member friend back home. Your friend, Matt, has recently listened to the missionaries, and you feel impressed that he is trying to decide whether he should be baptized. In a letter, share your testimony of the restored gospel with Matt.

Actor Focus Indicative Verbs Pre-Work

Prior to this lesson, practice putting each verb into its correct tense. Memorize the verb roots listed below, as well as the recipient pronouns

Note: A "conjugation" is a change to the verb root's form which allows it to be placed into different tenses.
"Infinitive" means a verb that has no tense in the past, present, or the future. In English, it usually looks like: "to_____."
(verb)

Example - Hatag

Infinitive-	**sa pag + hatag**	*to give*
Past-	**Nag + hatag**	*gave*
Present-	**Naga (Ga) + hatag**	*give(s), is/are giving*
Future (immediate)-	**Mag + hatag**	*will give (soon)*
Future (distant)-	**Mo + hatag**	*will give (distant)*

Verb Roots:
Hatag - Give
Pili - Choose
Sangyaw - Preach
Tudlo - Teach
Tukod - Build

Focus Pronouns

ako (ko)	**kita (ta) / kami (mi)**
(to) me	*we inlcusive / we exclusive*
ikaw (ka)	**kamo (mo)**
you	*you all*
siya	**sila**
him/her/it	*they*

Recipient Pronouns

sa ako	**sa ato / sa amo**
(to) me	*(to) us inclusive/ exclusive*
sa imo	**sa inyo**
(to) you	*(to) you all*
sa iya	**sa ila**
(to) him/her	*(to) them*

Function: Asking about and describing actions and events
Context: Prepare to Teach

Oo
yes
Dili/Wala
No,

Verb		Focus	Object	Recipient
Nagtudlo	**(ba)**	**si Jesukristo**	**sa ebanghelyo**	**sa ila**
Preached	*?*	*Jesus Christ*	*the gospel*	*to them*
Nagsangyaw	**(ba)**	**Siya**	**sa kamatuoran**	**sa mga tawo**
Taught	*?*	*He*	*the truth*	*to the people*
Magbuhat		**ikaw**	**sa teaching rekord**	**para ni Jun-Jun**
Do/Did		*Jesus Christ*	*the teaching record*	*for Jun-Jun*
Nagpili		**ang Diyos**	**og mga propeta**	**para sa ato**
Chose		*God*	*prophets*	*for us*
Magtawag			**og mga apostoles**	
Will call			*apostles*	
Nagtuo		**kami**	**sa Pag-ula**	**ni Jesukristo**
Believe		*we*	*the Atonement*	*of Jesus Christ*
Magpamatuod				
Testify				

Nagsangyaw ba si Jesukristo sa ebanghelyo sa ila?
Did Jesus Christ preach the gospel to them?
Oo, nagsangyaw si Jesukristo sa ebanghelyo sa ila.
Yes, Jesus Christ preached the gospel to them.
Wala s'ya nagsangyaw sa ebanghelyo sa ila.
He did not preach the gospel to them.

Scenario

You have taught Rosalia, a member of the Iglesia Ni Kristo, the first lesson. You are planning to return to teach her more about the Savior's earthly ministry. You know Rosalia believes that Jesus Christ was not divine in any way but rather was just another prophet sent by God to preach His gospel.

1. Practice: In companionships, take five to ten minutes to consider how you would teach Rosalia about the Savior's earthly ministry. After your preparation, teach each other, with one companion taking on the role of Rosalia. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

You first talked to Rosito a few days ago in front of his house. Rosito expressed the concern that none of the churches on the earth seem to resemble the church established by Christ as documented in the Bible. Rosito is Catholic. You set up an appointment to visit Rosito the following day. You have just begun your morning companionship study and have decided to learn more about Rosito's concern. As a companionship, take ten to fifteen minutes to read and study scriptures that teach about the church established by Christ. Read the scriptures in your mission language and learn the vocabulary necessary to teach Rosito later in the day. Look for the grammar patterns taught in this lesson.

Object Focus Pre-Work

Prior to this lesson, practice putting each verb into its correct infinitive, past, present, and future tenses. Memorize the verb roots listed below and to which conjugation they belong, as well as the nonfocus actor set of pronouns.

Note: A "conjugation" is a change to the verb root's form which allows it to be placed into different tenses.
"Infinitive" means a verb that has no tense in the past, present, or the future. In English, it usually looks like: "to_____."
(verb)

I- Example - Tudlo

Infinitive-	**sa pag + tudlo**	*to teach*
Past-	**Gi + tudlo**	*taught*
Present-	**Gina + tudlo**	*teach(es), is/are teaching*
Future-	**I + tudlo**	*will teach*

Verb Roots: I-

Paambit *(share)*
Sulat *(write)*
Tudlo *(teach)*
Hayag *(reveal)*
Pahiuli *(restore)*
Hubad *(translate)*
Salikway *(deny)*

-on Example - Dawat

Infinitive-	**sa pag + dawat**	*to receive*
Past-	**Gi + dawat**	*received*
Present-	**Gina + dawat**	*receive(s), is/are receiving*
Future-	**Dawat + on**	*will receive*

Verb Roots: -ON-

Gamit *(use)*
Ingon *(say / tell)*
Patay *(kill)*
Pangita *(look for)*
Dawat *(receive)*
Tubag *(answer)*
Basa *(read)*

Nonfocus Actor Pronouns

nako *I/me/my*	**nato / namo** *we/us/our inclusive/exclusive*
nimo *you/your*	**ninyo** *you/your (plural, respectful)*
niya *he/she/him/her/his/her*	**nila** *they/them/their*

Function: Asking about and describing actions and events
Context: Emphasize the object of sentences, like the Book of Momon

Oo
yes

Dili
Will not

Wala
Did not

Verb		Actor	Object	Recipient/Location
Gibasa		**niya**	**ang Basahon ni Mormon**	**sa balay.**
Read		*he*	*the Book of Mormon*	*at home.*
Ipaambit		**nako**	**ang pagpamatuod**	**sa iya**
Will share		*I*	*the testimony*	*to her*
Basahon		**nimo**	**ang Basahon ni Mormon**	**para sa ato**
Will read		*you*	*the Book of Mormon*	*for us(incl.)*
Ihatag	**(ba)**	**nato**	**ang leksyon**	**sa imo**
Will give	*?*	*we*	*the lesson*	*to you*
Itudlo		**niya**	**ang ebanghelyo**	**sa inbestigaytor**
Will teach		*he*	*the gospel*	*to the investigator*
		nila	**ang kamatuoran**	**kang Chesa**
		they	*the truth*	*to Chesa*
Gipaambit			**ang doktrina**	
Shared			*the doctrine*	
Gitudlo			**ang mensahe**	
Taught			*the message*	
Gihatag			**ang pamphlet**	
Gave			*the pamphlet*	
Ginabasa				
Read				

Basahon ba nimo ang bersikulo sa iya?
Will you read the verse to him?
Oo, basahon nako ang bersikulo sa iya.
Yes, I will read the verse to him.
Dili. Dili nako siya basahon sa iya.
No, I will not read it to him.

Gihatag ba nimo ang Basahon ni Mormon sa inbestigaytor?
Did you give the Book of Mormon to the investigator?
Wala nako gihatag ang Basahon ni Mormon sa inbestigaytor.
I didn't give the Book of Mormon to the investigator.

Application Activity

Scenario

You and your companion have just begun your weekly planning session and are planning what you will teach Michelle and Mikal. Michelle and Mikal are brother and sister, and although their parents don't want to listen to you, they have no qualm with you teaching their children. Michelle and Mikal want to be baptized, but they both drink coffee and are having a hard time giving it up.

1. Practice: As a companionship, discuss what you would like to teach Michelle and Mikal during your next lesson. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of this activity.

2. Re-practice: Re-practice the same scenario.

Additional Scenario(s)

Michelle and Mikal were recently baptized. Their parents, Reynaldo and Jenalyn, have recently become interested in listening to your message. As a companionship, plan both what you will teach Reynaldo and Jenalyn and how you will involve Michelle and Mikal in the lesson.

Sentences in Cebuano that contain a verb will place the Verb first, followed by the Actor (the person or thing doing the verb), then the Object, and last the Recipient (sometimes Location). This pattern is referred to as VAOR.

Practice identifying the different parts of the sentence (Verb, Actor, Object, and Recipient) and then say the English for the words in Cebuano word order—VAOR.

Jesus Christ atoned for us.
God loves the children on the earth.
She will read the Book of Mormon.
We receive revelation from God.
Joseph Smith was confused.
I will serve a mission in the Philippines.
Prophets guide us.
We will go to heaven.
We worship God on Sunday.
You will live in heaven.
The investigator listened to the Spirit.

Heavenly Father is giving us blessings.
Trust in God.
God gives us commandments.
Ask God for answers to prayers.
You will be forgiven.
Christ visited the people in America.
God commands.
He gave me a Book of Mormon.
Follow the prophet.
God called a prophet for us in this dispensation.
Heavenly Father and the Savior appeared to Joseph Smith.

Conceptual Practice: Focus

Every noun in Cebuano is marked with either an ANG, OG, or SA. **ANG** marks the focus of a sentence, **OG** marks non-focus non-specific, and **SA** marks non-focus non-specific. You will know where to put ANG, OG, and SA depending on the type of verb conjugation that you use; it will either be **ANG**, **OG**, or **SA**.

Practice placing ang, og, and sa (or the associated pronoun) in each of the following sentences.

· Missionaries teach people the gospel.	(Actor Focus)	Teach	____missionaries	____gospel	____people.
· Missionaries teach people the gospel.	(Object Focus)	Teach	____missionaries	____gospel	____people.
· Missionaries teach people the gospel.	(Location Focus)	Teach	____missionaries	____gospel	____people.
· She will read the Book of Mormon.	(Actor Focus)	Will read	____(she)	____Book of Mormon.	
· She will read the Book of Mormon.	(Object Focus)	Will read	____(she)	____Book of Mormon.	
· We gave them a Book of Mormon.	(Actor Focus)	Gave	____(we)	____Book of Mormon	____(them).
· We gave them a Book of Mormon.	(Object Focus)	Gave	____(we)	____Book of Mormon	____(them).
· We gave them a Book of Mormon.	(Location Focus)	Gave	____(we)	____Book of Mormon	____(them).
· The missionary wrote his family a letter.	(Actor Focus)	Wrote	____missionary	____letter	____his family.
· The missionary wrote his family a letter.	(Object Focus)	Wrote	____missionary	____letter	____his family.
· The missionary wrote his family a letter.	(Location Focus)	Wrote	____missionary	____letter	____his family.
· We shared a message with them.	(Actor Focus)	Shared	____(we)	____message	____(them).
· We shared a message with them.	(Object Focus)	Shared	____(we)	____message	____(them).
· We shared a message with them.	(Location Focus)	Shared	____(we)	____message	____(them).
· The Savior reveals the gospel to the prophets.	(Actor Focus)	Reveals	____Savior	____gospel	____prophets.
· The Savior reveals the gospel to the prophets.	(Object Focus)	Reveals	____Savior	____gospel	____prophets.
· The Savior reveals the gospel to the prophets.	(Location Focus)	Reveals	____Savior	____gospel	____prophets.
· The investigators asked God the right questions.	(Actor Focus)	Asked	____investigators	____right questions	____God.
· The investigators asked God the right questions.	(Object Focus)	Asked	____investigators	____right questions	____God.
· The investigators asked God the right questions.	(Location Focus)	Asked	____investigators	____right questions	____God.

Recipient Focus (Gi--an/-an)

Oo
yes
Dili/Wala
no, not/ didn't

Verb		Actor	Recipient	Object
Tudloan	**(ba)**	**nako**	**siya**	**sa leksyon.**
Will teach	*?*	*I*	*him*	*a lesson*
Gitudloan		**nimo**	**sila**	**sa ebanghelyo**
Taught		*you*	*them*	*the gospel*
Gihatagan		**niya**	**siya**	**sa leksyon**
Gave		*he*	*him*	*the lesson*
Hatagan			**si Felipe**	**sa doktrina**
Will give			*Felipe*	*the doctrine*
Gitabangan			**si Rosalia**	**sa basahon**
Helped			*Rosalia*	*the book*
Tabangan			**si Inday**	**sa kapitulo**
Will help			*Inday*	*the chapter*
			ang pamilya	**sa pasalig**
			the family	*the commitment*
		siya	**ni Elder Smith**	
		he	*by Elder Smith*	
		si Cornelius		
		Cornelius		

Non-Focus Pronouns

Nako	**Nato/Namo**
I	*We/Us(Incl./Excl.)*
Nimo	**Ninyo**
You	*You (plural)*
Niya	**Nila**
He/She/It	*They*

Tudloan ba nato si Rosalia sa leksyon?
Will we teach Rosalia the lesson?
Oo, tudloan nato siya sa leksyon.
Yes, we will teach her the lesson.
Dili s'ya tudloan nato sa leksyon.
We won't teach her the lesson.

Function: Asking about and describing actions and events
Context: Invitation to be baptized

Scenario

You have just begun your weekly planning session and are preparing to discuss the progress of your investigators.

1. Practice: Using Preach My Gospel (pp. 147-150) as a guide, discuss as a companionship the progress of those you have been teaching. Ponder and discuss what you can do to help each of those you have taught come unto Christ. What commitments should be given? What concerns should you plan to resolve? Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Discuss your plans with another companionship.

Additional Scenario(s)

Prepare a lesson plan for an investigator that you are teaching at the MTC. Discuss who will teach which parts of the lesson and which commitment you will give your investigator. Make any other plans necessary to help your investigator come unto Christ during your next lesson.

Changing Focus

	Verb		Actor	Object	Recipient
	Magtudlo		**ta**	**sa leksyon**	**kang Crisanto.**
			we	*the lesson*	*to Crisanto.*
Oo					
Yes	**Naghatag**		**ka**	**sa pasalig**	**sa iya**
Wala	*Gave*		*you*	*the commitment*	*to him*
Did not	**Gihatag**		**nimo**	**ang pasalig**	**sa iya**
	Gave		*you*	*the commitment*	*to him*
	Gihatagan		**nimo**	**siya**	**sa pasalig**
	Gave		*you*	*him*	*the commitment*
Oo					
Yes	**Magtudlo**		**kita**	**sa leksyon**	**kang Crisanto**
Dili	*Will teach*		*we*	*the lesson*	*to Crisanto*
Will not	**Itudlo**	**(ba)**	**nato**	**ang leksyon**	**kang Crisanto**
	Will teach	*?*	*we*	*the lesson*	*to Crisanto*
	Tudloan		**nato**	**si Crisanto**	**sa leksyon**
Oo	*Will teach*		*we*	*Crisanto*	*the lesson*
Yes					
Wala	**Nagpaambit**		**si Bishop Abellanosa**	**og baruganan**	**sa ila**
Did not	*Will share*		*Bishop Abellanosa*	*a principle*	*to them*
	Gipaambit		**ang usa ka baruganan**	**ni Bishop Abellanosa**	**sa ila**
	Will share		*a principle*	*Bishop Abellanosa*	*to them*
	Gipaambitan		**sila**	**ni Bishop Abellanosa**	**og baruganan**
	Will share		*them*	*Bishop Abellanosa*	*a principle*

Nagtudlo ba kamo sa leksyon sa ila?

Did you teach them the lesson?

Oo, nagtudlo mi sa leksyon sa ila.

Yes, we taught them the lesson.

Wala mi nagtudlo sa leksyon sa ila.

We did not teach them the lesson.

Function: Asking about and describing actions and events
Context: Prepare to teach a lesson

Scenario

You and your companion have been teaching Andres for several weeks. Andres is the forty-two-year-old husband and father in a part-member family. Andres's wife, Lucia, and all of his children were baptized three years ago. Andres has decided to be baptized also but has been struggling to overcome his habit of smoking. Andres's son, Armando, quit smoking three years ago and has been a faithful member ever since. Bishop Enarle, the bishop of your ward, also quit smoking before his baptism and has agreed to join you during your next lesson.

1. Practice: You have just begun your weekly planning session. As a companionship, discuss what you would like to teach Andres during your next lesson and how you think Armando could help. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of this activity.

2. Re-practice: Practice the same activity, but this time discuss how you think Bishop Enarle could help during your lesson. Of which gospel principles could Bishop Enarle testify during your lesson?

Additional Scenario(s)

Andres was recently baptized into the church and often shares his testimony of the gospel with his friends. Recently, Andres discussed the message of the restoration with his co-worker, Crisanto. Although Crisanto has agreed to listen to the missionaries at Andres's home, he has expressed concerns about the Book of Mormon. Crisanto doesn't understand the purpose of the Book of Mormon. In your companionship, practice explaining to each other the purpose of the Book of Mormon. One of you should be Crisanto and the other should be a missionary. Switch roles after five minutes.

Pseudo Verbs (Modifiers)

Modifier		Actor	Verb	Recipient/Location
Gusto	**(ba)**	**siya**	**magsimba**	**karong Dominggo.**
Want	*?*	*he/she*	*worship*	*this Sunday*
Ganahan	**(ba)**	**ka**	**magadto**	**sa simbahan**
Like	*?*	*you*	*go*	*the church*
Dapat		**ko**	**magampo**	**sa Diyos**
Should		*I*	*pray*	*to God*
Kinahanglan		**mi**	**magtabang**	**sa atong isigkatawo**
Need		*we(excl.)*	*help*	*(to) our fellowmen*
Pwede		**siya**	**maminaw**	**sa atong mga pagampo**
Can		*we(incl.)*	*listen*	*(to) our prayers*
Dili			**magsunod**	**sa lyang mga kasugoan**
Don't/won't			*answer*	*(to) His commandments*
Wala		**kamo**	**nagbasa**	**sa Basahon ni Mormon**
Didn't		*you(pl.)*	*read*	*The Book of Mormon*
		sila	**nagpaambit**	**og mensahe**
		they	*share*	*a message*

Kinahanglan ba ta magampo sa Dios?
Do we need to pray to God
Oo, Kinahanglan ta magampo sa Dios.
Yes, we need to pray to God every day.
Dili ta kinahanglan magampo sa Dios.
We don't need to pray to God every day.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Talk with everyone

Scenario

One of your current investigators, Bing Bing, just introduced you to her friend, Mikal. Mikal is interested in listening to your message. Bing Bing showed you where Mikal lives and then left for work.

1. Practice: Introduce yourself to Mikal and explain that you would like to share a message with him. Using the grammar of this lesson, become better acquainted with Mikal. Do this activity in your companionship. One companion should take on the role of Mikal, and the other should practice getting acquainted with Mikal. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

You and your companion are walking down the main road in your area. You see several Filipinos seated on a bench outside of a restaurant and feel prompted to talk with them. Find out who they are and offer to share your message with them. One companionship should practice getting acquainted, and the rest of the district should take on the role of the Filipinos seated outside the restaurant. Rotate roles as time permits or until every companionship has had the opportunity to practice getting acquainted.

How was / What was

Interrogative		Focus	Preposition	Object/Recipient
Unsa	**(ba)**	**ang imong pagbasa**		**sa Basahon Ni Mormon.**
What	*?*	*was your reading*		*the Book of Mormon.*
Kamusta		**ang imong pagampo**	**kabahin**	**sa Basahon Ni Mormon**
How		*was your prayer*	*about*	*the Book of Mormon*
		ang inyong pagsimba		**sa among mensahe**
		was your (pl.) worship		*our message*
				ni Joseph Smith
				Joseph Smith
Unsa		**ang imong nasabtan**		**niining baruganan**
What		*was/is your understanding*		*this principle*
		ang imong pagbati		**niining doktrina**
		was your feeling		*this doctrine*
		ang imong pagtubag		**niining pasalig**
		was your answer		*this commitment*
				sa pagbasa nimo
				your reading
				sa pagbunyag
				baptism
				sa pagsimba
				worship

Unsa ba ang imong pagbasa sa Basahon Ni Mormon?
What was your reading in the Book of Mormon important?
Nagbasa ko sa Pasiuna sa Basahon Ni Mormon.
I read the Introduction of the Book of Mormon.

Kamusta ang imong pagampo kabahin sa Basahon Ni Mormon?
How was your prayer about the Book of Mormon?
Maayo man ang akong pagampo kabahin sa Basahon Ni Mormon.
My prayer about the Book of Mormon was good.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Follow up

Scenario

You and your companion recently taught the Olacs the first lesson. They seemed to be receptive to the message and committed to read the Book of Mormon and pray to know the truth. You have just entered their home and are about to follow up on their commitments.

1. Practice: Follow up on the Olacs' commitments. If they have kept their commitments, help them to recognize the blessings they have received. If they have not kept their commitments, help them to resolve their concerns and take the first steps toward coming unto Christ. In groups of two companionships, one companionship should follow up with the Olacs and the other should take on the role of the Olacs. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles and practice again.

Additional Scenario(s)

You and your companion recently taught a lesson to a less active family. The family committed to begin reading the Book of Mormon again and to attend church on Sunday. Follow up with them on their commitment to read the Book of Mormon regularly and recommit them to attend church on Sunday. This activity should be practiced using the same format outlined in scenario one.

Existential Verbs (“Existing” Structure)

Nia/Naa/Tua
There is
Wala
do/does not have

Existential		Object	Recipient/Location
Aduna(’y)	**(ba’y)**	**tinuod nga simbahan**	**sa kalibutan.**
There is a	*?*	*true church*	*on earth.*
Aduna(’y)		**Dios**	**sa langit**
There is		*God*	*in heaven*
Nia(’y)	**(ba’y)**	**buhing propeta**	**sa atong mga adlaw**
There is - (here)	*?*	*living prophet*	*in our days*
Naa(’y)		**mga apostoles**	**sa kalibutan**
There is - (there)		*apostles*	*on earth*
Tua(’y)		**pagpadayag**	**sa Basahon Ni Mormon**
There is - (there far)		*revelation*	*In the Book of Mormon*
May		**bagong kasulatan**	**sa Amerika**
There is		*new scripture*	*in America*
		saad	
		promise	

Naa ba’y buhing propeta sa kalibutan
Is there a living prophet on earth?
Naa. Naa’y buhing propeta sa kalibutan
There is. There is a living prophet on earth
Wala. Wala’y buhing propeta sa kalibutan.
No. There is not a living prophet on earth.

Function: Asking about and expressing a state of being
Context: Testify of the Restoration

Scenario

You are teaching a new-member lesson to the Dagohoy family. The Dagohoys have been interested in learning more about the church that Christ established during his earthly ministry. They want to be able to share their faith with their neighbors and think understanding the ancient church will help their neighbors understand the importance of living prophets and apostles.

1. Practice: In companionships, practice teaching each other about the structure of the church established by Christ. One companionship should teach, and the other should take on the role of the Dagohoys. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

You and your companion have decided to learn more about the organization of the church established by Christ during his earthly ministry. Take fifteen minutes individually to study your language set of scriptures and then take five minutes to share what you have learned with each other. Describe the organization, callings, and offices that existed in the church.

Existential Verbs (Possessive Structure)

Nia/Naa/Tua/Aduna
have/has
Wala
do/does not have

Existential		Possessor	Object	Location
Aduna	**(ba)**	**ka'y**	**pangutana**	**para sa Diyos?**
Have	*?*	*you*	*question*	*for God?*
Aduna		**ko'y**	**kalibogan**	**kabahin sa relihiyon**
Have/has		*I*	*confusion*	*about religion*
Nia	**(ba)**	**siya'y**	**paryente**	**dinhe sa Cebu**
Have/has - (here)	*?*	*he*	*relative*	*here in Cebu*
Naa		**ka'y**	**kabalaka**	**kabahin sa gitudlo namo**
Have/has - (there)		*you*	*concern/worry*	*about our teaching*
Tua		**mi'y**	**balay**	**sa Takloban**
Have/has - (there far)		*we*	*house*	*in Tacloban*
		mo'y	**gustong isulti**	**sa Diyos**
		you (pl.)	*(something) want to say*	*to God*

Naa ba ka'y upat ka igsoon?
Do you have four siblings?
Naa. naa koy upat ka igsoon.
Yes. I have four siblings.
Wala. Naa koy tulo ka igsoon.
No. I have three siblings.

Function: Asking about and expressing possession and ownership
Context: Ask about an investigator's family and tell about your own

Scenario

You and your companion have planned to practice street contacting during your companionship study. As part of your practice, you decide to better learn how to introduce your families using different existential verbs.

1. Practice: For five minutes in your companionship, practice asking and telling each other about your families. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Look up any vocabulary you were missing during your practice. Re-practice using your new vocabulary.

Additional Scenario(s)

As a companionship, practice using existential verbs to describe your various possessions around the classroom.

Nga

Conjunctions
(Focus Resetters)

Oo
yes
Dili/Wala
no, not

Verb		Actor	Conjunction	Comment	Focus
Nasayud	**(ba)**	**ko**	**nga**	**tinuod**	**ang ebanghelyo.**
Know	*?*	*I*	*that*	*true*	*is the gospel.*

Nasayud	**(ba)**	**ka**	**nga**	**tinuod**	**ang ebanghelyo**
Know (in heart)	*?*	*you*	*that*	*true*	*is the gospel*
Nagtuo		**kamo**		**mahangturon**	**ang among mensahe**
Believe		*you (pl.)*		*eternal*	*is our message*
Kahibalo		**siya**		**tinuod nga propeta**	**ang mga pamilya**
Know (in head)		*he/she*		*true prophet*	*are families*
		kami		**buhing propeta**	**si Joseph Smith**
		we		*living prophet*	*is Joseph Smith*
				tinuod nga simbahan	**si Thomas S. Monson**
				true church	*is Thomas S. Monson*
					kini
					this

Statements
(Linkers)

Ang	tinuod	nga	propeta.
The	*true*	*linker*	*prophet.*
	maayo		**maestro**
	good		*teacher*
	lisod		**adlaw**
	difficult		*day*

Nasayud ba ka nga tinuod ang ebanghelyo?
Do you know that the gospel is true?
Oo, nasayud ko nga tinuod ang ebanghelyo.
Yes, I know that the gospel is true.
Wala. Wala ko nasayud nga tinuod ang ebanghelyo.
I don't know that the gospel is true.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Testify

Scenario

Walking along the street one day you see two men standing on the side of the road; they appear to be about thirty-five years old and seem down on their luck.

1. Practice: Introduce yourself to these men and find out who they are. Use the grammar of this lesson to share a testimony tailored to their needs and then offer to share more. In groups of two companionships, assign one companionship to take the role of the men standing on the side of the road and the other companionship to practice testifying and teaching. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

You have just taught Roberto a first lesson. He seems skeptical that God would again call a prophet for our day. Using the grammar of this lesson, share your testimony with Roberto. Do this activity in your companionship, with one missionary taking on the role of Roberto and the other practicing testifying and teaching.

Possessives

Verb		Actor (Focus)	Object	Recipient
Nagpadayag	**(ba)**	**ang Dios**	**sa Iyang ebanghelyo**	**sa Iyang mga anak.**
Reveals	*?*	*God*	*His gospel*	*to His children.*
Gitudlo	**(ba)**	**ni Pedro**	**ang ebanghelyo ni Kristo**	**sa mga Judeo**
Taught	*?*	*Peter*	*the gospel of Christ*	*to the Jews*
		ni Kristo	**ang iyang ebanghelyo**	**sa Iyang mga tawo**
		Christ	*His gospel*	*to His people*
		ni Pablo	**ang mensahe sa mga propeta**	**sa mga Hentil**
		Paul	*the message of the prophets*	*to the Gentiles*
Nagsalikway		**ang mga tawo**	**sa ebanghelyo Niya.**	
Rejected		*the people*	*His gospel.*	
		ang mga Judeo	**sa Iyang ebanghelyo**	
		the Jews	*His gospel*	
		sila	**sa ebanghelyo ni Kristo**	
		they	*the gospel of Christ*	
			sa mensahe sa mga apostoles	
			the message of the apostles	

Oo
yes
Wala
no/not

akong / nako *My*	**among / namo** *Our (excl.)* **atong / nato** *Our (incl.)*
imong / nimo *Your*	**inyong / ninyo** *Your (pl)*
iyang / niya *His, Her, Its*	**ilang / nila** *Their*

Gitudlo ba ni Pedro ang ebanghelyo ni Kristo sa mga Hentil?
Did Peter teach Christ's gospel to the Gentiles?
Oo, gitudlo ni Pedro ang ebanghelyo ni Kristo sa mga Hentil.
Yes, Peter taught Christ's gospel to the Gentiles.
Wala. Gitudlo ni Pablo ang ebanghelyo ni Kristo sa mga Hentil.
No. Paul taught the gospel of Christ to the gentiles.

Function: Asking about and expressing possession and ownership
Context: Heavenly Father reveals His gospel in every dispensation

Scenario

You and your companion found a new family to teach after tracting around the home of another family that already has a baptismal date. You were hoping to minimize the time needed for travel in your area. The new family, the Sabina family, has asked several questions about prophets.

1. Practice: Teach the Sabina family about dispensations and the importance of prophets. In groups of two companionships, one companionship should take on the role of the Sabina family and the other should practice teaching. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Rotate roles and re-practice as time permits.

Additional Scenario(s)

Choose another principle in lesson one to teach the Sabina family. Use the same format as the activity above.

Changing Verbs to Nouns

Interrogative	Conjugated Verb	Possessive	Object/Recipient
Unsay	**nasabtan**	**nimo**	**sa imong gibasa?**
What	*understanding*	*you(r)*	*in your reading?*
Unsay	**gibasa**	**ninyo**	**sa niining kapitulo?**
What	*reading*	*by you / your (pl.)*	*in this chapter*
	giampo	**nato**	**sa miaging gabii?**
	was prayed for	*by us / our (incl.)*	*last night*
	gibati		**kabahin sa basahon ni Mormon?**
	feeling		*about the Book of Mormon*
	nakaton-an		**gikan sa atong paghisgut?**
	was learned		*from our(incl.) discussion*
	nahinumduman		
	remembered		
Kinsay	**nagpakita**		**kang Joseph Smith?**
Who	*appeared*		*to Joseph Smith?*
	nagantus		**para kanato?**
	suffered		*for us*
	na-istoriyahan		**sa simbahan sa Dominggo?**
	did converse with		*at church on Sunday*
	na-ilhan		
	did get to know		

Unsay gibasa nimo sa Basahon Ni Mormon?
What did you read in the Book of Mormon?
Nagbasa ko sa Ikatulong Nephi kapitulo onse.
I read Third Nephi chapter eleven.

Scenario

After hearing the first lesson, the Ramirez family seemed excited to read the Book of Mormon and pray to know whether the book is true. You and your companion have just opened your next lesson with a prayer and are about to follow up on the family's commitments to read 3 Nephi 11 and pray about the Book of Mormon and Joseph Smith. Tatay Ramirez seems glum and you recall his mentioning how busy he would be over the past few days.

1. Practice: Follow up with the Ramirez family. One companionship should follow up, and the rest of the district should take on the role of the Ramirez family. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Rotate roles and re-practice, either until each companionship has had the opportunity to follow up or until you need to move on to another activity.

Additional Scenario(s)

Yesterday, you and your companion taught the Gadohoy family the second lesson. You gave them the commitment to read Alma 42 and discuss as a family the Savior's sacrifice. When you arrive, they seem excited to share what they learned as a family. Follow up with the Gadohoy family. One companionship should follow up, and the rest of the district should take on the role of the Gadohoy family. Rotate roles and re-practice, either until each companionship has had the opportunity to follow up or until you need to move on to another activity.

Object Focus Ability

Oo,
Yes,
Dili
No/Not
Wala
No/didn't

Verb		Actor	Preposition	Object/Recipient
Maluwas	**(ba)**	**ta**	**pinaagi**	**ni JesuKristo.**
will be able to be saved	*?*	*we(incl.)*	*through (by means of)*	*Jesus Christ*
Madako		**ang hugot nga pagtuo nato**	**gikan**	**sa ikatulong adlaw**
will be able to grow		*our faith*	*from*	*on the third day*
Nabanhaw		**si Jesukristo**		**sa priesthood**
was resurrected		*Jesus Christ*		*of the priesthood*
Nawala		**ang katungod**		**sa Dios**
was lost (accidental)		*the authority*		*God*
Nahunong		**ang pagpadayag**		**sa kalibutan**
stopped (accidental)		*the revelation*		*the earth*
Namatay		**ang mga apostoles**		
died (accidental)		*the apostles*		
Nakuha		**ang kamatuoran**		
was taken		*the truth*		

Q. Nawala ba ang katungod sa Dios?
Was God's authority lost?
A. Oo, nawala ang katungod sa Dios.
Yes, God's authority was lost.
A. Wala nawala ang katungod sa Dios.
God's authority was not lost.

Function: Asking about and describing actions and events
Context: Teaching The Savior's earthly ministry and apostasy

Scenario

While teaching the Pino family the message of the restoration, the oldest son, Elmer, asks “Why are there so many churches on the earth today?”. The Pino familiy is one that you met while contacting in the street. They were taught by the missionaries over 3 years ago, but don’t really remember much about the lessons the Elders taught them.

1. Practice: Teach the Pino family about the Savior’s Earthly Ministry and the Apostasy. One companion should teach, and the other companion(s) should take on the role of the Pino family. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Rotate roles and re-practice, either until each companionship has had the opportunity to teach or until you need to move on to another activity.

Additional Scenario(s)

After asking Richard to be baptized, he doesn’t understand why he needs to be baptized again. It is clear from your follow-up and his questions, that he doesn’t completely understand the Apostasy and loss of the priesthood. Help Richard to understand the Apostasy and loss and restoration of the preisthood. One companion should take the role of Richard, while the other missionary should teach the lesson. Rotate roles and re-practice, either until each companionship has had the opportunity to teach or until you need to move on to another activity.

Actor Focus Ability

Oo,
Yes,
Dili
No/Not
Wala
No/Wasn't

Verb		Actor	Object (Infinitive Verb)	Recipient
Nakapili	**(ba)**	**si Adan**	**sa pagsunod**	**sa mga sugo sa Dios**
was able to choose	*?*	*Adam*	*to follow*	*God's commandments*
Makabalik	**(ba)**	**ka**	**sa pagpuyo**	**uban sa Dios**
will be able to return	*?*	*you*	*to live (reside)*	*with God*
Makabasa		**ko**	**sa pagtudlo**	**niining bersikulo**
will be able to read		*I*	*to teach*	*this verse*
Makasunod		**mi**	**sa pagkaon**	**sa lyang mga sugo**
will be able to follow		*we(excl.)*	*to eat*	*His commandments*
Nakadawat		**ta**	**sa pagkahibalo**	**sa Basahon ni Mormon**
was able to receive		*we(incl.)*	*to know*	*The Book of Mormon*
Nakaampo		**mo**		**kanimo**
was able to pray		*you(pl.)*		*to you*
		sila		**sa kamatuoran**
		they		*the truth*
		si Eba		**sa gidili nga bunga**
		Eve		*the forbidden fruit*
				og kagawasan sa pagpili
				freedom to choose (agency)

Q. Nakapili ba si Adan sa pagsunod sa mga sugo sa Dios?
Did Adam choose to follow God's commandments?
A. Oo, nakapili si Adan sa pagsunod sa mga sugo sa Dios?
yes, Adam chose to follow God's commandments
A. Wala siya nakapili sa pagsunod sa mga sugo sa Dios
He didn't choose to follow God's commanments

Function: Asking about and describing actions and events
Context: Teaching about agency and the fall

Scenario

After teaching the pre-earth life to Michael, a nineteen-year-old boy that is going to school at UC studying criminology, you ask him about his understanding of agency and the fall. It is clear from his answer that he is only familiar with the story, but not the meaning behind it.

1. Practice: Teach Michael about agency and the fall. One companion should take the role of Michael, and the other companion(s) should take ther role of the missionary(ies). Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Rotate roles and re-practice, either until each companionship has had the opportunity to teach or until you need to move on to another activity.

Additional Scenario(s)

You and your companion have been teaching Jun-Jun. He grew up without a religion or a church and didn't really believe in God. As you have been teaching he has come to understand his relationship with God, but he has no background on Agency and the Fall. He believes and has recieved an answer that your message is true. One companion should take the role of Jun-Jun, and the other companion(s) should take ther role of the missionary(ies). Rotate roles and re-practice, either until each companionship has had the opportunity to teach or until you need to move on to another activity.

Recipient Focus Ability

Oo,
Yes,
Dili
No/Not
Wala
No/Didn't

Verb		Actor	Recipient	Object
Nasabtan	**(ba)**	**nimo**	**ang gibasa nimo**	**sa Basahon ni Mormon**
understand	*?*	*you*	*your reading*	*in the Book of Mormon*
Nahinumduman	**(ba)**	**ninyo**	**ang gitudlo namo**	**sa miaging leksyon**
remember	*?*	*you(pl.)*	*our teaching*	*in the last lesson*
Mahibaloan		**nato**	**ang kamatuoran**	**sa sabado**
will know		*we(inc.)*	*the truth*	*on Saturday*
				kon magsimba ta
		Recipient	**Actor**	*if we attend church*
Mapanalanginan		**ta**	**sa Dios**	**kon magsunod ka sa mga sugo**
will be blessed		*we(incl.)*	*by God*	*if you follow the commandments*
Mabunyagan		**ka**	**namo**	**kabahin sa pagkamasulundon**
will be baptized		*you*	*by us (excl.)*	*about obedience*
Natudloan				
were taught				

Q. Nasabtan ba nimo ang gibasa nimo sa Basahon ni Mormon?
Do you understand what you read in the Book of Mormon?
A. Oo, nasabtan nako siya
Yes, I understood it.
A. Wala siya nasabtan nako
No I didn't understand it

Function: Asking about and describing actions and events
Context: Following up and promising blessings

Scenario

After being taught a lesson about obedience and the sabbath day, the Arcipe family seemed excited to come to church. However, they weren't able to attend church this past sunday despite your efforts to get them there. You and your companion have just opened your next lesson with a prayer and are about to follow up on the family's commitment to attend church. Tatay Arcipe seems unhappy and you recall his mentioning how he would try to get work off for sunday.

1. Practice: Follow up with the Arcipe family. One companion should follow up, and the other companion(s) take on the role of the Arcipe family. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Rotate roles and re-practice, either until each companionship has had the opportunity to follow up or until you need to move on to another activity.

Additional Scenario(s)

After teaching a lesson about the Book of Mormon, the Opcionar family committed to read and to pray about it. You and your companion have just opened your next lesson with a prayer and are about to follow up on the family's commitments to read and pray about the Book of Mormon. Some of them seem excited and ready to learn more, while others seem unsure about what is going to happen. Follow-Up with the Opcionar family about their commitments. One companion should follow up, and the other companion(s) take on the role of the Opcionar family. Rotate roles and re-practice, either until each companionship has had the opportunity to follow up or until you need to move on to another activity.

Demonstratives

	Nagtudlo	**(ba)**	**kining mga propeta**	**sa sakto.**
	Taught	*?*	*these prophets*	*the right/correct.*

Oo	**Gisalikway**		**ang ebanghelyo**	**niining mga tawo**
Yes	*Rejected*		*the gospel*	*these people*
Wala	**Gidawat**		**ang mga propeta**	**nianang mga tawo**
No/Not	*Received*		*the prophets*	*those people*
	Nagtalikod	**(ba)**	**kadtong mga apostoles**	**gikan sa kamatuoran**
	Revealed	*?*	*those apostles*	*by the people*
	Nagtudlo		**‘anang mga propeta**	**sa ebanghelyo**
	Taught		*those prophets*	*the gospel*
	Nagsangyaw		**ang mga tawo**	**‘aning mensahe**
	Preached		*the people*	*this message*
	Nagpaambit		**kining mga propeta**	**sa mga pulong sa Diyos**
	Shared		*these prophets*	*the words of God*
			‘ni	**‘ana**
			this	*that*

Demonstrative	Focus	Non-focus
This/These	Kini (‘ni)	Niini (‘ani)
That/Those	Kana (‘na)	Niana (‘ana)
That/Those (distant)	Kadto (‘to)	Niadto (‘ato)

Nagtudlo ba kadtong mga Apostoles ‘aning mensahe?
Did those Apostles teach this message?
Oo, Nagtudlo kadtong mga Apostoles ‘aning mensahe.
Yes, those Apostles taught this message.
Wala sila nagtudlo ‘aning mensahe.
They didn’t teach this message.

Function: Asking about and describing actions and events
Context: Teaching about the Great Apostasy

Scenario

You and your companion have been teaching the first lesson to Danilo, a Baptist, and to his brother, Jave, who is a Catholic. You have just taught them about the Savior's earthly ministry and specifically about the church established on the earth during that period. Danilo asks, "If Christ established only one church on the earth, then why are there so many churches on the earth today?"

1. Practice: Teach Danilo and Jave about the great apostasy; be sure to answer Danilo's question and any other questions that Danilo or Jave may ask you. Teach in companionships. One companionship should fill the role of the missionaries, and the other companionship should fill the role of Danilo and Jave. After one companionship has practiced teaching, switch roles and allow the other companionship to practice.

2. Re-practice: In your companionships, re-practice teaching in the same scenario.

Additional Scenario(s)

Today you are on an exchange with a member of the ward meeting with a less-active family. You have been invited by the bishop to share with them lesson one. You are at the point of discussing the Great Apostasy. You take the role of the missionary and your companion will take the role of the less-active member. At the conclusion of the scenario, switch roles and practice again.

Note: Both "ni," and "na," or "ini," and "ana," can be used interchangeably by Filipinos to say "this," or "that," whether the demonstrative is meant to be a focus or non-focus. This is a common shortcut that can sometimes be used differently, regardless of it being focus or non-focus, due to modern and urban adaptation.

Time Particles

Oo
yes
Dili/Wala
no/not

Verb	Time Particle		Focus	Recipient
Magsunod	**pa**	**(ba)**	**ta**	**sa lyang ehemplo.**
Following	*still/yet*	*?*	*we*	*His example*
Magkat-on	**pa**	**(ba)**	**mo**	**sa ebanghelyo**
Will Learn	*still/yet*	*?*	*you (pl.)*	*the gospel*
Magsunod	**na**		**ta**	**sa pulong sa Dios**
Will follow	*already/now*		*we*	*the word of God*
Maghupot			**ko**	**og pagkamasulundon**
Will obey			*I*	*obedience*
Magpaminaw			**sila**	**sa lyang mga kasugoan**
Will Listen			*they*	*His commandments*
Naghupot				**sa kamatuoran**
obeyed				*the truth*
Nagkat-on				**ni Jesukristo**
Learned/Learning				*Jesus Christ*
				sa iyang mga gitudlo
				His teachings
				sa mga kasugoan
				the commandments

Wala/Dili pa	Not Yet
Wala/Dili na	No more

Maminaw pa ba sila sa ebanghelyo?
Will they still listen to the gospel?
Oo, maminaw pa sila sa ebanghelyo.
Yes, they will still listen to the gospel.
Dili na sila maminaw sa ebanghelyo.
They will not listen to the gospel anymore.

Scenario

You recently contacted James as he gave you a ride to church. Although James is a Baptist, he has always respected your beliefs and even attended a ward activity. He asked you more about your understanding of the purpose of life. You know that James's parents recently divorced and that he has decided not to attend college.

1. Practice: You set an appointment to teach James later that day. Explain to James your beliefs about the purpose of life. Include any scriptures that you think would help. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity. One companion takes the role of James, while the other teaches him.

2. Re-practice: Swap roles with your companion and check each other's writing

Additional Scenario(s)

You and your companion are approached by a man on the side of the road. The man identifies himself as Marko. It is clear that Marko has been drinking, but he says he wants to listen to your message. You feel prompted to promise him that you will share your message with him tomorrow at five if he hasn't been drinking. The next day, Marko approaches you. He hasn't been drinking. Teach Marko about the purpose of life on earth. Assign one missionary in each companionship to take on the role of Marko, and assign the other companion to practice teaching Marko.

How (Unsa-on/Giunsa)

How	Actor (NF)	Infinitive Verb	Object/Recipient
Unsa-on	**nato**	**pagistorya**	**sa Diyos?**
How	*we*	*talk*	*to God*
Giunsa	**Niya**	**pagtubag**	**sa imong pagampo**
How	*He*	*answer*	*your prayer*
Unsa-on	**sa Diyos**	**pagistorya**	**sa ato**
How	*God*	*converse*	*to us*
	nato	**pagpangutana**	**sa Diyos**
	we	*ask (question)*	*of God*
	nimo	**pagpakita**	**sa gugma nato**
	you	*show*	*our love*
		pagdawat	**og mga tubag**
		receive	*answers*
		pagpangayo	**og tabang**
		ask (inquire)	*help*
			og paggiya
			guidance

Unsaon nato pagsulti sa Dios?
How can we speak to God?
Makasulti kita sa Dios pinaagi sa pagampo.
We can speak to God through prayer.

Function: Asking about and describing actions and events
Context: Pray to know the truth

Scenario

You and your companion have just finished teaching Arnaldo about the Book of Mormon. Arnaldo is Catholic and is unsure about how to pray without using a memorized prayer. He is uncomfortable talking to God from his heart.

1. Practice: Using effective questions to follow up on what you teach, teach Arnaldo how to pray to God from his heart and how God may answer his prayers. Practice in companionships, with one companion teaching Arnaldo and the other taking on the role of Arnaldo. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

You and your companion have decided to use part of your companionship study time to practice teaching each other how to pray to know the truth. Individually, take about ten minutes to find and study several verses in your Cebuano scriptures that you could use as you practice teaching. Then practice teaching each other. One missionary should practice teaching and the other should take on the role of a Catholic who has never prayed without using a memorized prayer. After five to seven minutes, switch roles and re-practice.

How (Unsa Ka-)

How	Comment	Conjunction	Verb	Focus	Recipient/Location
Unsa ka-	**dugay**	**nga**	**nagtuon**	**ka**	**sa Bibliya?**
How	*long (duration)*	*that*	*studied*	*you (singular)*	*the Bible?*
Unsa ka-	**dugay**	**nga**	**nagtrabaho**	**ang imong tatay**	**dinhi?**
How	*long (duration)*	*that*	*worked*	*you (plural)*	*here?*
	layo		**nagpuyo**	**si Sister Pijeda**	**diha?**
	far		*resided*	*Sister Pijeda*	*there?*
			nageskwela	**sila**	**didto?**
			attended school	*they*	*there (far)?*
			na-assigned		**sa Cebu?**
			assigned		*in Cebu?*
Unsa ka-	**taas**		**ang imong tatay?**		
How	*tall (height)*		*is your dad?*		
	layo		**ang imong balay?**		
	far (distance)		*is your house?*		
	dugay		**ang miting?**		
	long (duration)		*is the meeting?*		

Unsa kadugay nga nagpuyo ang imong nanay didto?
How long has your mother lived there?
Nagpuyo s'ya didto og duha ka tuig.
She have lived there two years.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Get to know someone

Scenario

You have been transferred to a new area and have just met your new companion. As you leave together to your first appointment you ask questions to become acquainted with each other.

1. Practice: Become acquainted with your new companion. In companionships, each of you take on the role of a missionary who has just met his or her new companion. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Rotate to practice with another missionary in your district.

Additional Scenario(s)

You are on splits with a mission leader (zone leader, sister training leader, district leader, etc.). Get to know each other by asking questions.

Additional Study

Please see page 95 of the Cebuano Language Objectives Book for more explanation of “ka-” as a grandizer.

Become/Becoming

Oo
yes
Dili/Wala
no/not

Verb		Focus	Linker	Comment	Recipient/Location
Mahimo	**(ba)**	**ang mga pamilya**	**nga**	**mahangturon**	**sa langit.**
Can become		*families*		*eternal*	*in heaven.*
Mahimo	**(ba)**	**ang mga pamilya**	**nga**	**malinawon**	**sa atong mga kinabuhi**
Can become	*?*	*families*	*(linker)*	*peaceful*	*in our lives*
Nahimo		**ang imong pamilya**	**og**	**suod**	**sa iyang mga anak**
Became		*your family*	*(linker)*	*close*	*to his children*
		ang mga relasyon nato		**malipayon**	**sa ilang mga ginikanan**
		our relationships		*happy*	*to their parents*
		ang mga ginikanan		**mahangturon**	**sa usag usa**
		parents		*eternal*	*to each other*
		ang mga anak		**misyonaryo**	
		children		*missionary*	
		siya		**panalangin**	
		he/she		*blessing*	

**While og is primarily used as a Non-Focus/Non-Specific Marker, with Mahimo/Nahimo it is is used as a linker between two phrases/clauses.*

Mahimo ba siya nga misyonaryo?
Will he become a missionary?
Oo, mahimo siya nga misyonaryo.
Yes, he will become a missionary.
Dili siya mahimo nga misyonaryo.
He will not become a missionary.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: The Gospel Blesses Families

Scenario

You are teaching Vergie, a Jehovah's Witness. Her daughter is a member of the church, but she isn't familiar with the teachings of our church. You know that Vergie recently went through a divorce, and is having a hard time with some family members. As you teach about the Book of Mormon, she asks, "How can the Book of Mormon help me in my life?"

1. Practice: Teach and testify to Vergie about how the Book of Mormon can help her family. Practice in companionships, with one companion teaching Vergie and the other taking on the role of Vergie. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Rotate roles and re-practice, either until each companionship has had the opportunity to follow up or until you need to move on to another activity.

Additional Scenario(s)

You have just received a letter from home asking about the church's beliefs regarding families. The letter is from your Aunt Kim. Kim and her family are not members of the church but have learned something about the gospel through conversations with your family. You know that your aunt's son (your cousin) Andrew was recently expelled from his high school for using illegal drugs. You also know that Kim and her husband have been considering a divorce. You decided to send your aunt a copy of the Book of Mormon that includes your testimony about families. Individually, record a testimony about families that you would include with the copy of the Book of Mormon for Kim. Teach about the importance of families and testify of how the gospel has blessed your family. Proofread your companion's letter, clarifying grammar as needed.

Time

Makabisita	**(ba)**	**mi**	**sa imo**	**sa mga**	**alas dos**	**sa martes.**
Will share	*?*	*we*	*to you*	*at around*	*two o'clock*	*on Tuesday.*

Oo
yes
Dili
no/not

Maka-anha	**(ba)**	**mi**	**sa inyo**	**sa mga**	**ala una**	**sa Miyerkoles**
Can come there	*?*	*we*	*to you (pl.)*	*at around*	*one o'clock*	*on Wednesday*
Makabalik		**siya**	**sa imong balay**		**alas seis y medya**	**sa Huwebes**
Can return		*he/she*	*to your house*		*six thirty*	*on Thursday*
Nagagi					**alas otso kinse**	**sa buntag**
Will return					*eight fifteen*	*in the morning*
Magpabunyag		**ka**			**alas dose diez**	**sa udto**
Be Baptized		*you*			*twelve ten*	*in the afternoon*
						sa hapon
						in the evening
				sa petsya		**(sa) Mayo diez**
				on the date		*May 10th*
						(sa) Julio baynte
						July 20th
Kanus-a		**mi**	**makabalik**	**sa pagtudlo**	**kanimo?**	
When		*we*	*able to return*	*to teach*	*You*	
Unsay oras nga		**makabalik**	**mi**	**sa pagistoriya**	**kaninyo?**	
What time		*able to return*	*we*	*to visit*	*you(pl.)*	

Makabalik ba mo mga ala una sa Martes?
Will you return at one o'clock on Tuesday?
Oo, makabalik mi mga ala una sa Martes.
Yes, we will return at one o'clock on Tuesday
Dili mi makabalik mga ala una sa Martes.
We will not return at one o'clock on Tuesday.

Function: Asking and answering questions of time, date, and location
Context: Make an appointment

Scenario

You have just taught a lesson to the Bonifacio family. They have listened to several lessons and just committed to be baptized.

1. Practice: Set up both a baptismal date and a return appointment with the Bonifacio family. One companionship should practice setting up the appointments, and the others in the district should take on the roles of the Bonifacio family. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Rotate roles and re-practice as time permits.

Additional Scenario(s)

You have been teaching Romiel for several weeks but always have a difficult time setting up return appointments. Romiel works hard at the local sugar factory and cannot miss work without endangering his employment. Work with Romiel to set up a return appointment. One companion should take on the role of Romiel, and the other companion should practice setting up a return appointment.

Compound Sentences (Identity & Relative Clauses)

Oo
yes
Dili
no/not

Identity Clause			Conjunction	Relative Clause		
Si Moroni	**mao**	**ang anghel**	**nga**	**naghatag**	**sa mga palid**	**kang Joseph Smith**
Moroni		*is the angel*	*that*	*gave*	*the plates*	*to Joseph Smith*
Si Moroni	**mao**	**ang anghel**	**nga**	**naghatag**	**sa mga palid**	**kang Joseph Smith**
Moroni		*is the angel*	*that*	*gave*	*the plates*	*to Joseph Smith*
Si Joseph	**(ba)**	**ang tawo**		**gihatagan**	**sa Dios**	
Joseph	*?*	*is the person*		*was given*	*of God*	
Siya		**ang propeta**		**gitawag**	**ni Joseph Smith**	
He		*is the prophet*		*was called*	*to/by Joseph Smith*	
Kini		**ang basahon**		**gipili**	**Pinaagi**	**ni Joseph Smith**
This		*the book*		*was chosen*	*through*	*Joseph Smith*
		ang ebanghelyo		**gihubad**		
		the gospel		*was translated*		
				gipahiuli		
				was restored		

Kini ba ang ebanghelyo nga gipahiuli pinaagi ni Joseph Smith?
Is this the gospel that was restored through Joseph Smith?
Oo, kini mao ang ebanghelyo nga gipahiuli pinaagi ni Joseph Smith.
Yes, this is the gospel that was restored through Joseph Smith.
Dili kini ang ebanghelyo nga gipahiuli pinaagi ni Joseph Smith.
This is not the gospel that was restored through Joseph Smith.

Function: Asking about and describing objects, people, and their characteristics
Context: Teach about the Book of Mormon

Scenario

After initially contacting Ted, you find out that his father is Catholic and his mother is Methodist. Ted explained to you that he became confused as he read the Bible because he saw evidence both that Catholicism is true and that Methodism is true.

1. Practice: Teach Ted about the Book of Mormon. Explain that God has given more scripture to clarify his gospel, and help him to understand both that he can know the Book of Mormon is true through prayer and that the Book of Mormon testifies that God has restored his true church on the earth. In your companionship, one missionary should practice teaching and the other should take on the role of Ted. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

Ted, a new investigator, recently introduced you to his mother, Lucilla, who is a Methodist. Lucilla agreed to talk with you and listened to the first discussion. After your lesson, she expressed a concern: she didn't believe that God would reveal more scripture. You asked her to read 2 Nephi 29 and pray about her concern. She agreed. You and your companion set up an appointment to meet with her the next day. You have just arrived and followed up on her commitment and found that she read the chapter. Teach Lucilla and anyone else in the home about the Book of Mormon. Use 2 Nephi 29 in your discussion. One companionship should practice teaching, and the rest of the district should take on the roles of the family. If needed, take a few minutes to review 2 Nephi 29 and prepare a lesson plan before you teach.

Compound Sentences (Relative Clauses)

Oo
yes
Dili/Wala
no/not

Independent Clause					Conjunction	Relative Clause	
Naghatag	**(ba)**	**ang anghel**	**kang Joseph**	**sa mga palid**	**nga**	**gitigum**	**ni Moroni.**
Gave	*?*	*the angel*	*to Joseph*	*the plates*	*that*	*were compiled*	*by Moroni.*
Magpaila		**kami**	**sa imo**	**sa propeta**	**nga**	**naghubad**	**sa basahon**
Will introduce		*we*	*to you*	*the prophet*	*that*	*translated*	*the book*
Nagpakita	**(ba)**	**ang anghel**	**sa iya**	**sa basahon**		**gihatag**	**kang Joseph**
Appeared	*?*	*the angel*	*to him*	*the book*		*was given*	*to Joseph*
Naghatag		**siya**		**sa tawo**		**gibisitahan**	**sa Dios**
Gave		*he*		*to the person*		*was visited*	*by God*
Naghubad		**si Joseph**				**gihatagan**	**sa anghel**
Translated		*Joseph*				*was given*	*by the angel*
Nagsulat		**ang mga propeta**				**gisulat**	**sa mga propeta**
Wrote		*the prophets*				*was written*	*by the prophets*
							kaniya
							to him

Naghatag ba ang anghel kang Joseph sa mga palid nga gitigum ni Moroni?
Did the angel give the plates that were compiled by Moroni to Joseph?
Oo, naghatag ang anghel kang Joseph sa mga palid nga gitigum ni Moroni.
Yes, The angel gave the plates that were compiled by Moroni to Joseph.
Wala siya naghatag sa mga palid nga gitigum ni Moroni kang Joseph
He did not give the plates that were compiled by Moroni to Joseph.

Function: Asking about and describing actions and events
Context: Teach about the Book of Mormon

Scenario

You just met Ricardo, a Catholic, who agreed to listen to the first discussion. After you lesson, Ricardo expressed interest in the Book of Mormon and wanted to know more about where the book came from and how it was made. You agreed to tell him more during your next lesson and gave him a commitment to read the introduction and pray about the book.

1. Practice: Explain to Ricardo where the Book of Mormon came from and how it was made. Use the introduction in your lesson. Do this activity in companionships; one companion should take on the role of Ricardo and the other should practice teaching. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

You have just taught Reynaldo and Raymond about Joseph Smith and the restoration. They are members of a Baptist church but attend irregularly. Both men are interested in your message and want to know how they can find out for themselves if your message is true. Continue your lesson by teaching them about the Book of Mormon. Get into groups of two companionships, with one companionship taking on the roles of Reynaldo and Raymond and the other companionship teaching about the Book of Mormon.

Existential Verbs (Negative)

Nia/Naa/Tua
do/does have/has
Oo
Yes
Wala
do/does not have

Existential		Possessor	Object	Recipient/Location
Wala	**(ba)**	**ko'y**	**igsoon**	**sa Amerika.**
Don't have	*?*	*I*	*sibling*	*in America.*
Wala	**(ba)**	**ko'y**	**igsoon nga lalaki**	**sa Amerika**
Don't have	*?*	*I*	*brother(s)*	*in America*
		siya'y	**igsoon nga babaye**	**sa Cebu**
		he	*sister(s)*	*in Cebu*
		ka'y	**paryente**	**sa Bacolod**
		you	*relative(s)*	*in Bacolod*
			igagaw	**sa Takloban**
			cousin	*in Takloban*
Wala	**(pa)**	**ko**	**nagbisita**	**sa Davao**
Have not	*yet*	*I*	*visited*	*Davao*
Wala	**(na)**	**mi**	**nagpuyo**	**sa Kalifornya**
Have not	*already*	*we*	*resided*	*in California*
	(ba)	**ka**	**nakaila**	**sa ila**
	?	*you*	*become acquainted with*	*them*
		ko	**nakaadto**	**sa ilang balay**
		I	*been able to go*	*to their house*
		sila		**sa Pilipinas**
		they		*to the Philippines*

Wala ba sila nakaadto sa Pilipinas.
They haven't been able to go to the Philippines.
Oo, nakadto na sila sa Pilipinas.
Yes, they were able to go to the Philippines already.
Wala pa sila nakaadto sa Pilipinas.
They haven't been able to go to the Philippines yet.

Function: Asking and answering questions of time, date, and location
Context: Ask about an investigator's family and tell about your own

Scenario

Ricardo and Lucinda Sevillo were baptized last month and are excited to share the gospel with their extended family. Last Sunday, Ricardo referred you to his brother, Julito. Julito is twenty-five years old and is attending the local university. Julito has just invited you into his apartment. Several of Julito's roommates and friends have talked with Julito and have agreed to listen to your message at Julito's apartment. Get to know Julito and the others by asking them various questions about their families. Find out if they have any relations with members and if any of their family members have listened to the gospel or been baptized.

1. Practice: Select one companionship in your district to practice the activity. The rest of the district will play the roles of Julito and his roommates and friends. Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: After five minutes, rotate and allow another companionship to practice the activity. Continue to rotate as time permits until every companionship in your district has been able to practice.

Additional Scenario(s)

You have just arrived in your first area. The bishop of your ward, Bishop Agbuya, has asked you to prepare a talk to introduce yourself to the ward. Take fifteen minutes to record a few notes on a piece of paper. Be sure to tell the ward about your family and where you have lived.

Oo
yes
Ayaw
don't

Tudloi	**ko**	**sa ebanghelyo.**	
Teach	*me*	*the gospel.*	
Tudloi	**s'ya**	**sa primerong leksyon**	
Teach	*him*	*the first lesson*	
Hatagi	**sila**	**sa ikaduhang leksyon**	
Give	*them*	*the second lesson*	
		sa ikatulong baruganan	
		the third principle	
Paghatag	**(ka)**	**sa pasalig**	**sa ila**
Give	*(you)*	*the commitment*	*to them*
		sa saad	**sa iya**
		the promise	*to him*
		sa ipabasa	
		the reading assignment	
		sa kapitulo	
		the chapter	
Itudlo	**nimo**	**ang mensahe**	**kang Julito**
Teach	*you*	*the message*	*to Julito*
Ipaambit	**ninyo**	**ang leksyon**	**kang Bing**
Share	*you (pl.)*	*the lesson*	*to Bing*
Dad-a		**ang basahon**	**sa ilang balay**
Bring		*the book*	*to their house*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Plan a lesson with fellowshippers

Pronouns

English

I/me	we (inclusive) we (exclusive)
you	you all
he/ she/ it	they

Focus Pronouns

ako (ko)	kita (ta) kami (mi)
ikaw (ka)	kamo (mo)
siya	sila

Recipient Pronouns (Nonfocus)

sa ako	sa ato sa amo	kanako	kanato kanamo
sa imo	sa inyo	kanimo	kaninyo
sa iya	sa ila	kaniya	kanila

Possessives

ako(a)	ato(a) amo(a)
imo(ha)	inyo(ha)
iya(ha)	ila(ha)

Possessives/Nonfocus Pronouns

nako	nato namo	akong	atong among
nimo	ninyo	imong	inyong
niya	nila	iyang	ilang

Demonstratives

English	Focus	Nonfocus
This/These	Kini (‘ni)	Niini (‘ani)
That/Those	Kana (‘na)	Niana (‘ana)
That/Those (distant)	Kadto (‘to)	Niadto (‘ato)

Noun Markers

	Common nouns	Proper nouns
Focus	Ang	Si
Nonfocus	Sa	Ni
Nonfocus (Recipient)	Sa	Kang

VERB CONJUGATIONS

INDICATIVE VERBS

FOCUS	PAST	PRESENT	FUTURE
ACTOR	Nag-	Naga- (Ga-)	Mag-
OBJECT	Gi-	Gina-	I-/-on*
RECIPIENT	Gi--an	Gina--an	-an

*The I- prefix is used for object focus conjugations where the verb must have a recipient (ie. tudlo, paambit, tabang--all of these verbs need recipients);
The -on suffix is used for object focus conjugations that do not need a recipient (ie. basa, palit, bira).

IRREGULAR ACTOR FOCUS

PAST (distant)	FUTURE (distant)
Mi-	Mo-
Ni-	

ABILITATIVE VERBS

FOCUS	PAST	PRESENT	FUTURE
ACTOR	Naka-	Maka-	Maka-
OBJECT	Na-	Ma-	Ma-
RECIPIENT	Na--an	Ma--an	Ma--an

COMMAND VERBS

FOCUS	
ACTOR	Pag-*
OBJECT	I-/-a**
RECIPIENT	-i

*Actor focus commands can also have no prefix (ie. “Basa!” instead of “Pagbasa!”)
**The I- prefix is used in the same way as the indicative object focus I- prefix, and the -a suffix is used in place of the -on suffix.

CEBUANO NUMBERING

CEBUANO

1	2	3	4	5	6	7	8	9	10
usa	duha	tulo	upat	lima	unom	pito	walo	siyem	napulo (pulo)
11	12	13	14	15	16	17	18	19	20
onse	dose	trese	katorse	kinse	diesisais	diesisiyete	diesiotso	diesinoibe	beinte
21	30	40	50	60	70	80	90	100	1000
beinteiuno	treinta	kwarenta	singkwenta	sesenta	setenta	otsenta	nobenta	usa ka gatus	usa ka libo

Cebuano numbering is used for counting things, ie. two missionaries = duha ka misyonaryo, three mangoes = tulo ka manggo.

SPANISH

1	2	3	4	5	6	7	8	9	10
uno	dos	treis	kwatro	singko	sais	siyete	otso	noibe	dies
11	12	13	14	15	16	17	18	19	20
onse	dose	trese	katorse	kinse	diesisais	diesisiyete	diesiotso	diesinoibe	beinte
21	30	40	50	60	70	80	90	100	1000
beinteiuno	treinta	kwarenta	singkwenta	sesenta	setenta	otsenta	nobenta	siyento	mil

Spanish is used for almost all other numbering, ie. scriptures, time, money, age. Three pesos = treis pesos.

CARDINAL

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
una	ikaduha	ikatulo	ikaupat	ikalima	ikaunom	ikapito	ikawalo	ikasiyem	ikapulo
11th	20th	30th	40th	50th	60th	70th	80th	90th	100th
ikaonse	ikabeinte	ikatreinta	ikakwarenta	ikasingk-wenta	ikasesenta	ikasetenta	ikaotsenta	ikanobenta	ika-100

Cardinal numbers are often attached to a noun using the nga linker ie. Second Nephi = Ikaduhang Nephi, third sibling = ikatulong igsoon.

In Cebuano, different grammar structures are sometimes used in the same sentence, making the sentence a compound or complex sentence. Below are two simple sentences combined to form one compound sentence that demonstrate this principle:

Nasayud ko.	+	Tinuod ang Simbahan.	=	**Nasayud ko nga tinuod ang Simbahan.**
I know		*The Church is true.*		I know that the Church is true.

The two different, simple ideas combined into one create a compound sentence. “Nasayud ko” uses the grammar structure VAOR. “Tinuod ang simbahan” uses the Comment + Focus structure. Whenever you create a compound sentence in Cebuano, combining two or more simple ideas, you will use a resetter (also known as a conjunction). Resetters “reset” the sentence so that you can combine two complete sentences together. These two (or more) sentences could use any combination of the Cebuano sentence structures. Below is a list of the more common sentence resetters you can use in Cebuano.

1) NGA- *Linker/Connector and/or Conjunction--used to join two phrases or ideas together.*

Kinahanglan ang mga tawo	+	maghinulsol	=	Kinahanglan ang mga tawo NGA maghinulsol.
People need.		*to repent*		*People need to repent.*
Naa ko’y tinguha	+	magbalik sa Dios.	=	Naa ko’y tinguha NGA magbalik sa Dios.
I have a desire.		*to return to God*		*I have a desire to return to God.*
Nahibaloan nako	+	Tinuod ang simbahan.	=	Nahibaloan nako NGA tinuod ang Simbahan.
I came to know		*the church is true.*		*I came to know that the church is true.*
Nagtuo ko.	+	Nakaila ang Dios kanimo	=	Nagtuo ko NGA nakaila ang Dios kanimo.
I believe		*God knows you.*		*I believe that God knows you.*

2) KON- *“if”*

Mapasayloan ka	+	Mausab ka.	=	Mapasayloan ka kon mausab ka.
You will be forgiven		*You will change.*		*You will be forgiven if you will change.*

3) TUNGOD KAY- *"because"*

Myembro ko sa Simbahan		Tinuod ang ebanghelyo.	=	Myembro ko sa Simbahan tungod kay tinuod ang ebanghelyo.
I am a member of the Church.		*The gospel is true.*		*I am a member of the Church because the gospel is true.*

4) ARON / PARA- *"in order to/so that"*

Magsimba ta	+	Makadawat og pagpadayag	=	Magsimba ta aron makadawat og pagpadayag.
We go to church		*Will be able to receive revelation*		*We go to church so that we will be able to receive revelation.*

Sentence Resetters

5) PERO/APAN- *"but"*

Gusto ko magsimba	+	Wala ko'y plete	= Gusto ko magsimba, pero wala ko'y plete.
I want to go to church		*I don't have travel fare*	*I want to go to church, but I don't have travel fare.*

6) UG- *"and"*

Nagantus si JesuKristo	+	Namatay siya para kanato	= Nagantus si JesuKristo ug namatay siya para kanato.
Jesus suffered		*He died for us*	*Jesus suffered and He died for us.*

7) BISAN OG- *"even if/ even though" (Often shortcutted to "BISA'G")*

Gihigugma ta sa Dios	+	Makasasala ta	= Gihigugma ta sa Dios bisa'g makasasala ta.
God loves us		*We are sinners*	*God loves us even though we are sinners.*

10) SAMTANG- *"while"*

Nabati nako ang Espiritu Santo	+	Nagampo ko	= Nabati nako ang Espiritu Santo samtang nagampo ko.
I felt the Spirit.		I prayed.	I felt the Spirit while I prayed.

11) BASTA- *"as long as"*

Matubag ang imong mga pang-utana	+	Buhaton nimo ang imong parte	= **Matubag ang imong mga pangutana basta buhaton nimo ang imong parte.**
Your questions will be answered.		*You will do your part.*	*Your questions will be answered as long as you do your part.*

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